DOCUMENT RESUME

ED 172 514 FL 010 059

AUTHOR	Ewanyshyn, Eugene
TITLE	Evaluation of a Ukrainian-English Bilingual Program, 1976-1977.
PUB DATE	Apr 78
NOTE	317p.
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Bilingual Education; Bilingualism; Cultural Awareness; Educational Objectives; Elementary Education; Ethnic Groups; *Language Instruction; Language Programs; Parent Attitudes; *Program Effectiveness; *Program Evaluation; Questionnaires; Teacher Attitudes; *Ukrainian
IDENTIFIERS	*Bilingual Programs

ABSTRACT

An evaluation study is presented of a primary grades Ukrainian-English bilingual program. The study focuses on three areas: (1) pupil academic achievement; (2) pupil cultural achievement; and (3) the perceptions of relevant groups concerning the bilingual program. One hundred forty-eight students in grades one, two, and three were matched with control groups on the following variables: grade, sex, age, primary mental ability score, and socio-economic status. The major findings indicated that student achievement in the bilingual program matched that of students in the regular program in English language arts and mathematics. Test results and perceptions of teachers and parents showed that students made significant progress in learning the Ukrainian language and understanding Ukrainian culture. Parents and teachers indicated that program objectives were generally appropriate and were being achieved to a large extent. Teachers expressed a need for further in-service training and for additional curricular and instructional materials. A majority of parents indicated that instruction in Ukrainian should continue beyond the primary level and that some subjects could be taught in that language. A discussion of the implications of the study and suggestions for further research concludes the study. (Author/AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED172514

EVALUATION
OF THE
BILINGUAL UKRAINIAN PROGRAM 1976 - 1977

prepared by

E. Ewanyshyn, Supervisor, Ukrainian Program

April 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. Ewanyshyn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL 010 059

ABSTRACT

The Ukrainian-English Bilingual Program, a project coordinated by Alberta Education, was implemented by the Edmonton Catholic School System in the fall of 1974. At the outset, a comprehensive evaluation was considered to be a highly significant component of the project. This thesis, an evaluation study of the Ukrainian-English Bilingual Program, focuses upon three areas: pupil academic achievement, pupil cultural appreciation and the perceptions of relevant groups toward the bilingual program. The Grades One, Two and Three pupils enrolled in the Ukrainian-English Bilingual Program in the Edmonton Catholic School System during the 1976-1977 school term, participated in the study.

The main purpose of this study was to determine the consequences of the implementation and operation of the bilingual program. Three basic questions were identified:

1. What are the consequences of the bilingual program on pupil academic achievement?
2. What are the consequences of the bilingual program on pupil cultural appreciation?
3. What are the consequences of the bilingual program on the attitudes of relevant groups?

Fifty-five students in the Grade One bilingual program were matched with a control group on the following variables: Grade, sex, age, Primary Mental Ability (PMA) score, and socio-economic status (SES) rating. Forty-six Grade Two students and forty-seven Grade Three students were also matched with control groups on the same variables. In order to evaluate academic progress, achievement instruments (individually administered and group tests) were administered to students who participated in the study. Questionnaires were administered to determine the perceptions of parents, teachers, principals and pupils toward the bilingual program.

For the purpose of comparing the achievement test score results of the experimental and control groups, _t_ tests for dependent samples were carried out.

The major findings indicated that students in the Ukrainian-English Bilingual Program, according to test score results, achieved as well in the English language arts and in mathematics as students in the regular program at the Grades One, Two and Three levels. The Ukrainian Language Skills test results showed that students made very significant progress in learning the Ukrainian language at the Grades One, Two and Three levels. According to the perceptions of both parents and teachers, students acquired an appreciation of the Ukrainian culture and an understanding of the Ukrainian Catholic Rite. Moreover, the attitudes of parents, students, teachers and principals were very positive toward the program.

Furthermore, the religious component of the program, including instruction in the Ukrainian Catholic Rite, was rated very highly by the parents. Program objectives, for the most part, were perceived to be appropriate and were being achieved, to a large extent, according to the perceptions of parents, teachers and principals. Moreover, parents, teachers and principals generally considered the program operation to be very effective. Teachers expressed a need for further inservice training and identified a need for curricular and instructional materials.

A clear majority of parents indicated they wanted their children to have the opportunity to take instruction in Ukrainian at the Junior High level. A majority of parents also indicated that the following subject areas would be most appropriate for instruction in Ukrainian at the Junior High level: arts and crafts, religion, music, language arts, art, home economics and drama.

The study is concluded with a discussion of the implications and suggestions for further research.

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. A.G. Konrad, chairman of the thesis committee, for his thoughtful guidance and assistance, and to the other members of the thesis committee, Dr. E. Miklos and Dr. D. Parker.

Appreciation is also extended to the Edmonton Catholic School Board for granting a short term leave, which made it possible for the writer to begin work on the thesis.

Special thanks are extended to Mr. F. O'Hara, Deputy Superintendent of the Edmonton Catholic School Board, chairman of the Ukrainian Evaluation Committee, and the other members of the committee, Dr. M. Grant, T. Tomko, and D. Lamont, for valuable criticisms and suggestions.

The writer also wishes to acknowledge the assistance of C. Prokop and A. Yackulic in processing statistical data, the work of D. Izio, research assistant, L. Tatchyn, test administrator, and the teachers and principals who cooperated in the completion of the study.

Moreover, thanks are extended to Mrs. G. Fargey and Mrs. R. Kruk for typing the thesis and to Dr. M. Weleschuk for assistance with the proof-reading of the first three chapters.

Finally, I wish to thank my wife, Mary, for her patience and encouragement throughout the study.

TABLE OF CONTENTS

CHAPTER PAGE

I DEFINITION OF THE PROBLEM 1

INTRODUCTION 1

THE PROBLEM 3

Statement of the Major Problem 3

Sub-Problems 4

NEED FOR THE STUDY 5

DEFINITION OF TERMS 6

DELIMITATIONS AND LIMITATIONS 7

Delimitations 7

Limitations 7

ORGANIZATION OF THE THESIS 8

II SURVEY OF THE LITERATURE 9

Bilingualism and Cognitive Development 9

Theories About the Consequences of Bilingualism . 11

Practical Models: Structure of Bilingual Schools 14

Related Studies 15

Total French immersion programs 16
Partial French immersion programs 18
Studies outside Canada 20
Ukrainian-English Bilingual Program 22

SUMMARY 24

III RESEARCH DESIGN AND METHODOLOGY 25

CHAPTER PAGE

PROGRAM DESCRIPTION 25

Long Range Objectives 25

Early Childhood Education (Kindergarten) 26
The primary program 26

Comparison with Other Bilingual Programs 27

DESCRIPTION OF SUBJECTS 28

THE NULL HYPOTHESES 29

METHODOLOGY 34

Matching Procedures 34

INSTRUMENTATION 37

Achievement Tests 37

Gates-MacGinitie Reading Primary A,B,C, Form 1, 2 (Vocabulary and Comprehension) 37
Science Research Associates (SRA) Arithmetic Test 38
Ukrainian Language Skills Tests 39

Questionnaires 41

Parent questionnaires 41
Teacher questionnaire 42
Principal questionnaire 42
Student questionnaire 43

DATA GATHERING AND STATISTICAL PROCEDURES 43

Administration of Achievement Tests 43

Gathering of Questionnaire Data 44

Statistical Procedures 44

SUMMARY 46

IV ANALYSIS OF DATA AND FINDINGS 47

THE NATURE OF THE SAMPLE 47

ACHIEVEMENT TEST RESULTS 48

CHAPTER PAGE

Grade Three Test Score Results (Stream 1) 49

Grade Two Test Score Results (Stream 2) 50

Grade One Test Score Results (Stream 3) 51

Ukrainian Language Skills Test Score Results . . . 52

Correlation of Ukrainian Achievement with Selected Variables 53

Amount of time Ukrainian is spoken at home . . . 53
Student attitude ratings 55

SUMMARY OF ACHIEVEMENT TEST FINDINGS 55

Hypothesis 1 56
Hypothesis 2 56
Hypothesis 3 56
Hypothesis 4 57
Hypothesis 5 57
Hypothesis 6 57

CULTURAL APPRECIATION 58

Student Attitude Questionnaire 58

ATTITUDES OF RELEVANT GROUPS 59

Appropriateness and Achievement of Program Objectives 60

Objective 1 60
Objective 2 61
Objective 3: General statement 62
Objective 3: Subject areas 64
Objective 4 67

Effectiveness of Program Operation 69

Instruction time 69
Ukrainian materials 69
Special activities 70
Parental involvement 70
School facilities 70
School communication 71
Continuation of the bilingual program 71
Consolidation of bilingual classes 71
Continuation through Junior High 72
Parent Advisory Committee 75

CHAPTER PAGE

Integration of program within the school 75
Success of the bilingual program 76

Adequacy of Curricular and Instructional Materials 76

Inservice Training 77

Special Administrative Arrangements 77

SUMMARY OF PERCEPTIONS OF RELEVANT GROUPS 78

V SUMMARY, CONCLUSIONS AND IMPLICATIONS 81

SUMMARY OF THE STUDY 81

CONCLUSIONS 84

Pupil Academic Achievement 84

Pupil Cultural Appreciation 86

Attitudes of Relevant Groups 86

IMPLICATIONS 87

SUGGESTIONS FOR FURTHER RESEARCH 90

BIBLIOGRAPHY 92

APPENDIX A: Parent Questionnaires 97

APPENDIX B: Teacher Questionnaire 138

APPENDIX C: Principal Questionnaire 156

APPENDIX D: Student Attitude Questionnaire 168

APPENDIX E: Ukrainian Language Skills Tests 171

APPENDIX F: Pearson Correlations of Test Score Results 300

LIST OF TABLES

TABLE		PAGE
1	Distribution of Parents of Program Subjects According to Ethnic Origin--Stream 1 (Grade Three Experimental Group)	30
2	Distribution of Parents of Program Subjects According to Ethnic Origin--Stream 2 (Grade Two Experimental Group)	31
3	Distribution of Parents of Program Subjects According to Ethnic Origin--Stream 3 (Grade One Experimental Group)	32
4	Percentage Distribution of Religious Affiliation of Parents of Program Subjects by Stream in Experimental Groups	33
5	Distribution of Experimental (T) and Control Group (C) Matched Samples	36
6	Distribution of Mean PMA and SES Scores by Stream . .	36
7	Distribution of Achievement Tests, According to Group and Grade Level	38
8	Distribution of Questionnaires Sent to Parents, Teachers and Principals and the Percentage of Returns	45
9	Comparisons of Experimental (T_1) and Control (C_1) Students on Achievement Test Score Results Stream 1 (Grade Three)	49
10	Comparisons of Experimental (T_2) and Control (C_2) Students on Achievement Test Score Results Stream 2 (Grade Two)	50
11	Comparisons of Experimental (T_3) and Control(C_3) Students on Achievement Test Score Results Stream 3 (Grade One)	51
12	Comparison of Mean Scores on the Ukrainian Pre and Post Test by Stream	52
13	Correlation of Results on the Ukrainian Pre Test and the Amount of Time Ukrainian is Spoken at Home Experimental Students	53

TABLE PAGE

14 Correlation of Results on the Ukrainian Post Test and the Amount of Time Ukrainian is Spoken at Home--Experimental Students 54

15 Correlation of Results on the Ukrainian Language Skills Tests and Student Attitude Ratings--Grade Three Experimental Students 55

16 Distribution of the Student Attitude Questionnaire Ratings--Stream 1 (Grade Three) 59

17 Distribution of Parent, Teacher and Principal Ratings of Objective 1, According to Appropriateness and Achievement (in Brackets) 60

18 Distribution of Parent, Teacher and Principal Ratings of Objective 2, According to Appropriateness and Achievement (in Brackets) 62

19 Distribution of Parent, Teacher and Principal Ratings of Objective 3, According to Appropriateness and Achievement (in Brackets) 63

20 Distribution of Parent, Teacher and Principal Ratings of Cultural Subject Areas, According to Appropriateness and Achievement (in Brackets) 65

21 Distribution of Parent, Teacher and Principal Ratings of Objective 4, According to Appropriateness and Achievement (in Brackets) 68

22 Distribution of Parent Responses to Question on Amount of Instruction Time in Ukrainian Preferred in Junior High 72

23 Ranking and Distribution of Total Parent Responses on Appropriateness of Cultural Subject Areas for Instruction in Ukrainian in Junior High 74

CHAPTER I

DEFINITION OF THE PROBLEM

INTRODUCTION

In recent years, considerable debate has taken place at all levels of Canadian society on the merits or shortcomings of bilingualism. Proponents have argued that bilingualism will foster Canadian unity and national identity, while detractors have argued that bilingualism will destroy national unity and lead to a crisis of identity.

Nevertheless, the debate has largely centered on the use of the two official languages in Canada, English and French, in both the public and private spheres. Since the publication of the bilingualism and biculturalism report in the late sixties, and the subsequent implementation of a federal policy on bilingualism and biculturalism, massive federal funding has become available for the development of bilingual and second language programs in the official languages at all educational levels, primarily for instruction in French outside the province of Quebec and instruction in English within the province of Quebec. The amount was projected to be in the order of eighty million dollars annually for the five-year period 1974 to 1979 (Lamoureux and Jones, 1977).

Federal funding has become available to the provinces even though education, according to the Canadian constitution, the BNA Act of 1867, is a matter of provincial jurisdiction. In this regard, one of the conditions under which Alberta Education has agreed to cooperate with the federal government for bilingualism in education is as follows (Lamoureux and Jones, 1977:25):

> In continuing to cooperate in this program, consideration will need to be given to other programs which recognize the multicultural and multilingual context of the Province.

At the national level, too, combinations of languages other than French-English bilingualism are evident. A significant proportion of Canadians, almost 27 percent according to the 1971 census, are of other ethnic background. As a result, many Canadians speak languages other than the two official languages, that is, one or more of the "third" languages (Yuzyk, 1965) that make up the Canadian cultural mosaic.

To look at the Alberta scene, other languages or "third" languages have been taught as second languages for almost two decades. The introduction of a "third" language as a language of instruction, however, is very recent. Only with the change in the School Act in 1971 were languages other than English or French permitted to be used as languages of instruction. Presently, Section 150 of the School Act reads as follows (The School Act, 1977:64):

> 150. (1) A board may authorize:
>
> (a) that French be used as a language of instruction
>
> or
>
> (b) that any other language be used as a language of instruction in addition to the English language, in all or any of its schools.

Following the appropriate change in provincial legislation, bilingual programs other than the French-English combination could be established. One such program, the Ukrainian-English Bilingual Program, was implemented on a pilot basis by the Edmonton Catholic and the Edmonton Public School Systems in the fall of 1974. In the very early stages of implementation, a comprehensive evaluation was considered to be a highly significant component of the pilot projects in both school systems.

This study is an evaluation of the Ukrainian-English Bilingual Program in the Edmonton Catholic School System, carried out during the 1976-1977 school term.

THE PROBLEM

Statement of the Major Problem

The study attempts to place the development of the Ukrainian-English Bilingual Program, in an Alberta setting, within the context of current theory and practice in the field of bilingual education. More specifically, the main problem may be stated as follows: What are the consequences associated with the implementation and operation of a bilingual program?

The evaluation study was designed to examine three areas: (1) pupil academic achievement, (2) pupil cultural appreciation, and (3) perceptions of relevant groups toward the bilingual program. Three basic questions were identified to determine the consequences of the implementation and operation of the bilingual program:

1. What are the consequences of the bilingual program on pupil academic achievement?
2. What are the consequences of the bilingual program on pupil cultural appreciation?

3. What are the consequences of the bilingual program on the attitudes of relevant groups?

Sub-Problems

The study was designed to provide specific information about the implementation and operation of the Ukrainian-English Bilingual Program. In order to establish an adequate data base, an attempt was made to determine the consequences of the bilingual program by addressing the following sub-problems:

1. Pupil Academic Achievement:
    - (a) How does the performance of the Ukrainian Bilingual Program students in the English language arts and in mathematics compare with other students in the Edmonton Catholic Schools?
    - (b) What progress have students made in learning Ukrainian language skills over the course of one school year?
2. Cultural Appreciation:
    - (a) What is the effect of the program on the students' appreciation of the Ukrainian culture, including their understanding of the Ukrainian Catholic Rite?
3. Attitudes of Relevant Groups:
    - (a) To what extent are program objectives perceived to be appropriate by parents, teachers and principals?
    - (b) To what extent are program objectives being achieved, according to the perceptions of parents, teachers and principals?

(c) To what extent is the program operation effective, according to the perceptions of parents, teachers and principals?

(d) To what extent are curricular and instructional materials considered to be adequate for the program, according to the perceptions of teachers?

(e) What kind of inservice training is required, according to the perceptions of teachers?

(f) What are the special administrative arrangements required at the school level for the effective operation of the bilingual program?

NEED FOR THE STUDY

In the early seventies, the need for careful evaluation of all educational programs was expressed in the great "accountability" debate that has only recently subsided, yet has left, perhaps, a lasting imprint on all fields of educational endeavour.

Apart from the general trend, however, a comprehensive evaluation of the Ukrainian-English Bilingual Program was undertaken for several reasons of a more specific nature. First of all, as part of a general policy, innovative programs, that is, programs being implemented for the first time in the school system, should be evaluated. Secondly, as far as could be determined, no Ukrainian-English Bilingual Program had ever been implemented in a publicly supported Canadian school system in the past. Thus, it was considered important to monitor the program closely, especially the initial stages of implementation, in order to determine if the school could be an effective agency in developing Ukrainian-English bilingualism.

Thirdly, it was considered important to gather substantial data for the purpose of sound decision making, of a formative and summative nature. It was necessary, for example, to provide direction for the development of the program, to designate schools, to establish liaison with parent and community groups, and outside agencies, to examine problem areas, to review hiring and other administrative practices, to select and develop appropriate curricular and instructional materials and, also, to determine whether or not the program should continue beyond the pilot stage. Lastly, it was considered important to evaluate the program in view of the conflicting evidence on the consequences of bilingualism, that has been reported in the literature; more specifically, it was considered important to identify both the beneficial and detrimental consequences, of an academic or non-academic nature, resulting from the implementation of the program.

DEFINITION OF TERMS

Bilingual refers to a person who has the ability to communicate effectively in two languages.

Bilingualism refers to the practice or ability of a person to communicate in two languages at a reasonable level of effectiveness, that is, to a level clearly understood by another person of the same language in the course of ordinary communication.

Bilingual Program refers to a school program in which two languages of instruction are used in the classroom. In addition to the language which a child may already know, a second language is used, as a language of instruction, for at least fifty percent of the school day.

Monolingual refers to a person who has the ability to communicate effectively in only one language.

Socio-economic status (SES) refers to a rating that was derived by matching the father's occupation with a scale designed by Pineo and Porter (1967).

Stream refers to the year of the implementation of the Ukrainian-English Bilingual Program. Students who entered the program in the first year of the pilot project were designated "stream 1," those who entered in the second year, "stream 2," the third year, "stream 3."

DELIMITATIONS AND LIMITATIONS

Delimitations

1. Only students in the Ukrainian-English Bilingual Program attending Edmonton Catholic Schools during the 1976-1977 school term were included in this study.

2. The findings were based on the responses of the parents who had children at the Grades One, Two and Three levels of the Ukrainian-English Bilingual Program.

Limitations

1. For the purpose of this study, it was assumed that the information given by the respondents to the questionnaires was accurate.

2. Weaknesses in gathering data by means of questionnaires are evident in that data gathered are limited to information which a respondent may recall or has available and may be open to interpretation.

3. Specific methods were not used in the study to control for the Hawthorne effect, the possible influence of confounding variables such as high parental expectations.

4. A specific control for "teacher effect" was not used in the study to ensure that the instructional skills of the teachers of experimental and control students were of a comparable level.

5. There were small numbers of subjects in some of the sub-groups, for example, principals and teachers.

6. The students in the experimental group were not selected on the basis of being "balanced" bilinguals, that is, selected according to degree of bilinguality.

7. Some of the data on socio-economic status rating (SES) were incomplete or unavailable.

ORGANIZATION OF THE THESIS

Chapter I introduced the study and dealt with the main problem and a statement of the sub-problems. A survey of the literature is presented in Chapter II. A brief outline of the program, a description of the subjects, methodology, instrumentation, data gathering and statistical procedures are found in Chapter III. The analysis of the data, the findings and discussions are included in Chapter IV. The last chapter, Chapter V, contains the summary and the conclusions of the study.

CHAPTER II

SURVEY OF THE LITERATURE

Several investigators have made very extensive reviews of the literature on bilingualism (Cummins, 1976; Darcy, 1953; Jensen, 1962; Macnamara, 1966; Peal and Lambert, 1962). It was not intended, therefore, to complete another review of the literature, since that was accomplished very well by the aforementioned writers; rather, it was intended to highlight some of the main findings and point out some of the basic issues and theories that researchers have grappled with in the field of bilingualism.

The next section deals with a review of the research studies that have attempted to show the nature of the relationship that may exist between bilingualism and cognitive development.

Bilingualism and Cognitive Development

In general, studies of the relationship between bilingualism and cognitive development, carried out prior to 1962, have largely indicated that bilingual children perform at a lower level than monolinguals on measures of verbal intelligence (Darcy, 1953; Jensen, 1962; Peal and Lambert, 1962; Macnamara, 1966). More recent studies, on the other hand, indicate that bilingualism may lead to positive consequences, that it may, in fact, accelerate the development of verbal and non-verbal abilities (Bain, 1974; Cummins and Gulutsan, 1974a; Liedke and Nelson, 1968; Peal and Lambert, 1962). Moreover, there is also evidence that bilingualism may facilitate aspects of cognitive flexibility (Cummins, 1976; Ianco-Worrall, 1972), and favor the development of divergent thinking skills (Carringer, 1974; Cummins and Gulutsan, 1974a; Landry, 1974).

In pointing out the shortcomings of early studies comparing the IQ scores of monolinguals and bilinguals, Peal and Lambert (1962) have identified the need for controlling the following variables: socio-economic status (SES), sex, degree of bilinguality, age, and the actual tests used. They draw the following conclusion (Peal and Lambert, 1962:5):

> In view of the weaknesses of the studies reviewed, the best general conclusion is that there is little evidence to suggest that bilinguals differ from monolinguals on non verbal intelligence, but that there may be differences in verbal intelligence as measured by intelligence tests.

To go one step further, the authors (Peal and Lambert, 1962) argue that early studies finding no difference or negative consequences, were not using appropriate measures, that intelligence tests, per se, may not measure the kinds of positive consequences or benefits that may result from bilingualism. More recently, Cummins (1974:8) has pointed out that early studies used tests that were "usually standardized on a white anglo-saxon population and administered to a culturally different bilingual group" and, therefore, were culturally biased.

On the other hand, the Peal and Lambert (1962) study which controlled for the aforementioned variables indicated that an experimental group of ten-year old bilinguals outperformed a monolingual control group on measures of both non-verbal and verbal intelligence. A similar study carried out by Cummins and Gulutsan (1974a) on a group of balanced bilinguals matched with a control group of monolinguals on SES, sex and age, produced similar results: the bilinguals scored significantly higher on measures of non-verbal and verbal ability and, in addition, on one measure of divergent thinking, verbal originality.

Although subsequent studies, previously mentioned, have indicated that bilingualism may lead to other positive consequences, namely, cognitive flexibility and the development of divergent thinking skills, the point needs emphasis, perhaps, that a clear reversal of earlier findings on the consequences of bilingualism has been the trend, since the important study by Peal and Lambert (1962).

What are the explanations proposed, therefore, to explain the inconsistencies in the findings on the consequences of bilingualism? Moreover, what theories have been suggested to explain the various findings? A review of the major explanations and theories proposed follows in the next section.

Theories About the Consequences of Bilingualism

One of the most parsimonious yet most controversial theories proposed to explain the negative or detrimental consequences of bilingualism has been Macnamara's (1966) theory of a "balance effect." He proposed that if a bilingual develops skills in one of his two languages, he will usually pay for it by acquiring a deficit in the other. Macnamara (1966) carried out his studies in the public primary schools in the Republic of Ireland. He concluded that children taught in Irish for a large part of the day did not achieve the same standard in English writing skills as British children who had not learned a second language, nor did they achieve the same standard in Irish writing skills as native speakers of Irish. He also concluded that there was no advantage for children learning Irish if instruction was given in mathematics in Irish; however, a lag in mathematics achievement was evident, as a result.

Lambert (1975), on the other hand, made a useful distinction between "additive" and "subtractive" bilingualism. He pointed out that recent studies indicating that bilingualism leads to positive consequences, were generally carried out in communities in which the L2 (second language) was a socially relevant language that would not likely lead to a replacement of the L1 (first language), a prestigious or dominant language. According to Lambert, the situation just described represents "additive" bilingualism. In the case of many ethnic minority groups, however, the acquisition of L2, the majority language, is "subtractive" and usually leads to a gradual replacement of the L1. Cummins (1976) suggested that Macnamara's "balance effect" does not hold in explaining the positive consequences of "additive" bilingualism but may, on the other hand, explain "subtractive" bilingualism, as it applies in the case of many language minority groups.

Furthermore, Cummins (1976) proposed a "threshold" theory to explain the apparent contradictions of earlier and more recent studies. He suggested that there may be a threshold level of linguistic competence that a bilingual must attain in order to acquire the benefits of bilingualism and, at the same time, avoid any detrimental consequences (1976:1):

> On the basis of the differences in linguistic competence attained by the bilingual subjects in earlier and more recent studies it is hypothesized that the level of linguistic competence attained by a bilingual child may mediate the effects of his bilingual learning experiences on cognitive growth. Specifically, there may be a threshold level of linguistic competence which a bilingual child must attain both in order to avoid cognitive deficits and allow the potentially beneficial aspects of becoming bilingual to influence his cognitive functioning.

Whether or not a single theory can possibly explain the complexities of bilingualism is perhaps open to question. Cummins (1976:11) however, pointed out the need for developing an adequate conceptual framework, and argued strongly against the expectation that research results should be completely consistent:

> A first step towards the development of such an interpretative framework is to abandon (sic) the expectation that research into the psychological consequences of bilingualism should produce completely consistent results. The search for consistent research results is based on a false premise--i.e., that there is but one single phenomenon or state called "bilingualism" which ought to influence the mental lives of all bilinguals in much the same way. In fact, as Mackey (1971) points out, there is an enormous variety of bilingual learning situations, in each of which, different combinations of cognitive, attitudinal, social and educational factors are operative. Thus, the learning of two languages is likely to affect cognition in different ways depending on the age at which the languages are learned, whether they are learned separately or simultaneously, the opportunities for using both languages in the home, school and wider environment, the prestige of the two languages, the functions which the languages serve within a particular social context, etc.

Further, Cummins (1976:11) suggested an appropriate direction for research:

> Consequently, the question for research is not what effects does "bilingualism", per se, have on cognitive processes; rather, research should be directed towards identifying those conditions under which bilingual learning experiences are likely to retard or, alternatively, accelerate aspects of cognitive growth.

Practical Models: Structure of Bilingual Schools

To some extent, the research and theory on bilingualism have provided the basis for planning bilingual schools and bilingual programs. At the very least, perhaps, the questions raised by researchers and theorists have had some relevance to practice in the field of bilingualism. Important questions have been raised by a number of investigators: What are the most favorable learning conditions for the development of bilingualism? What is the optimum age level for a child to begin learning a second language? What are the effects on achievement in a first language, if time is spent in learning a second language? Lastly, what school structure or organization is required for the effective implementation of a bilingual program?

One writer in the field of bilingual education (Gaarder, 1967) provided compelling reasons for the establishment of bilingual schools and, further, suggested that the organization of such schools be given very close attention. In discussing the organization of bilingual schools, Gaarder (1967:112) made reference to the work of Carroll (1963) and Fishman (1966):

> The view taken here is that the most important factors entering into the structure of bilingual schools are the time allowed for each of the languages, the treatment and use of each language whether the language which is added to the previously existing system is the mother tongue or not. Other factors, too, can make a great deal of difference to the school's effectiveness, e.g., whether individual teachers teach in one or in both languages, whether one or two languages are employed within an individual class period, the relative socio-economic status of native speakers of each of the languages and the relative prestige of each.

Lambert and Tucker (1972:216) proposed a general principle for planning a bilingual program:

> . . . in any community where there is a serious widespread desire or need for a bilingual or multilingual citizenry, priority for early schooling should be given to the language or languages least likely to be developed otherwise, that is, the languages most likely to be neglected. When applied to bilingual settings, this principle calls for the establishment of two elementary school streams, one conducted in language A and one in language B, with two groups of teachers who either are or who function as though they were monolinguals in one of the languages. If A is the most prestigious language, then native speakers of A would start their schooling in language B, and after functional bilingualism is attained, continue their schooling in both languages.

In Canada, the recent development of French immersion programs fits the pattern of home-school language switch suggested by Lambert and Tucker (1972), wherein English may be considered to be language A and French, language B. In the case of differing sociocultural settings, Lambert and Tucker (1976:216, 217) suggested a variety of alternatives for the linguistic minority group:

1) prekindergarten or very early schooling, with half-day instruction in language B and half-day in A;
2) schooling in language B only until reading and writing skills are certified, then introducing instruction via A; or
3) a completely bilingual program based on two monolingually organized educational structures which allows children to move back and forth from one language of instruction to the other. Rather than teaching language A and B as languages, emphasis would be shifted from a linguistic focus to one where languages are thought of primarily as vehicles for developing competence in academic subject matters, including various forms of creative work.

Related Studies

Recently, the evaluation of bilingual programs has been getting considerable attention. In writing about the famous St. Lambert experiment the authors (Lambert and Tucker, 1972:9) suggested a model for evaluating bilingual programs:

The research and evaluation component of a project typically includes diverse types of pre-testing and post-testing, a description of the actual program and a factual reporting of findings.

The authors considered the case of a bilingual program designed for English-Canadian children (Lambert and Tucker, 1972:9):

> Ideally, one would like to be able to make statements at the end of the year about the progress of the "experimental" class relative to that of "controls" e.g., groups of English-Canadian children following a traditional program of English instruction; French-Canadian children following a similar bilingual program; and French-Canadian children following a traditional program of French instruction. If possible, all students would be selected from similar socio-economic backgrounds.

Total French immersion programs. To be more specific, in the St. Lambert program, implemented in 1965, English-speaking pupils were taught entirely in French at the Kindergarten and Grade One levels. English language arts, however, were taught at the beginning of Grade Two for an hour a day, increasing in amount of time each year thereafter, so that by Grade Six about half of the schooling was offered in English and the other half in French.

The results of the evaluations of the St. Lambert experiment generally showed that children in the program acquired considerable proficiency in French language skills and, also, were able to master English language skills to a level comparable to their peers in a regular English program. In mathematics, too, the bilingual program students generally achieved as well as their peers in a regular English program.

The Lambert and Tucker model used in the St. Lambert experiment has been the standard model, for the most part, in the evaluation of other bilingual programs, of both French total immersion and partial immersion programs implemented in Canada in recent years. Several of the most recent studies will be reviewed briefly and reference will be made to recent studies carried out abroad.

Edwards (1976) summarized a comparison of the evaluation results of a total immersion program in the Ottawa Roman Catholic Separate School Board in which all subject areas were taught in French, except for religion, and alternative programs in which French is taught daily for 75 minutes per day. In examining English language skill achievement, Edwards (1976:140) made the following general conclusions:

> 1. In terms of group averages, both the immersion and the 75-or-60 minute programs during these years have been quite compatible with the kind of achievement in the English language that is measured by such standardized tests as the Metropolitan Achievement Tests and the Canadian Tests of Basic Skills.
>
> 2. The immersion group has achieved results on these tests that are similar to those of the comparison group.

In examining French language skills, the same investigator (Edwards, 1976:140, 141) reached the following conclusion:

> . . . across the Grades from Grade One to Grade Five, there is a very clear trend in favour of the immersion group. The results show a large and statistically significant difference favouring immersion on virtually all the subtests in each of the years under review.

Furthermore, an investigation of student attitudes, at the Grade Four level, toward learning French indicated that the attitudes of both the immersion and alternative program groups were positive, although the immersion students were significantly more positive in their attitudes than non-immersion students.

Barik and Swain (1976a), in reporting on the evaluation of a French total immersion program implemented at Allenby Public School in Toronto in 1971, concluded that the results obtained in the unilingual

English-Canadian setting were comparable to those in a bilingual environment.

In a subsequent article, Barik and Swain (1976b:41) reached the following conclusions about the Toronto program:

1. There is no indication that participation in the immersion program has any detrimental effect on the cognitive ability of the children, as reflected in IQ score.
2. Pupils in the immersion program through grade 3 lag behind their peers in the regular English program in some aspects of English language skills measured, notably spelling, but show a considerable transfer of reading skills from French to English, even in the absence of any formal instruction in English.
3. Pupils in the immersion program master mathematical skills via French to the same extent as (or even better than) pupils in the regular program taught via English, and can apply these skills in one language context or the other. Furthermore, there is no indication that changing the mathematics curriculum from French to English (in grade 3) creates any difficulties.
4. In measures of French proficiency (aural comprehension, achievement, reading) pupils in the Toronto immersion program perform as well as pupils in a similar program in Ottawa, who have the advantage of a bilingual environment.

Partial French immersion programs. The 1974-1975 evaluation study of the partial French immersion program (50 percent French--50 percent English), implemented in 1970 by the Elgin County Board of Education in St. Thomas, Ontario, examined achievement in French and English language skills and mathematics (Barik, *et al*., 1977). Students in the partial immersion program (experimental group) were compared with those in the regular program (control groups) and other control students in a total French immersion program.

At the Grades Three, Four, and Five levels the experimental students scored equivalently to the control groups on measures of mental ability. Although significant differences were evident at the Grade Two and Three levels in English language skills, the experimental and control groups scored equivalently at the Grades Four and Five levels. In mathematics, a lag was evident in the experimental groups at the Grades Two, Three and Four levels but no significant difference was evident at the Grade Five level.

With respect to French language skills, the experimental students generally did not achieve as well as control students in total French immersion programs. On the other hand, at the Grade Five level, the partial French immersion students compared favourably with total French immersion students on measures of listening and reading comprehension, as well as on a measure of French achievement.

The 1975-1976 evaluation study of the partial French immersion program (50 percent French--50 percent English), implemented in 1975 by the Edmonton Public School Board in Edmonton, Alberta, also examined achievement in French and English language skills and mathematics and, in addition, cognitive development [Evaluation of the Bilingual (English-French) Program, 1976:1].

At the Grade One level, the results indicated that the bilingual program students scored significantly lower than matched control students on standardized achievement tests in English language skills and mathematics; however, the experimental students scored consistently higher than school system means on the same tests. In addition, pre and post test results indicated that program students acquired French language skills over the one-year period.

Moreover, parents, teachers and administrators had favourable attitudes toward the program, although suggestions for "major modifications" were made. Lastly, no significant differences in cognitive development were evident between experimental and control students.

Studies outside Canada. In the United States, recent evaluation studies of bilingual programs have been reported. Andersson and Boyer (1970), in writing about the bilingual primary program at the Coral Way School in Miami, in which instruction is offered in English and Spanish, have indicated that the achievement of bilingual program students in both language arts and arithmetic was comparable to the achievement of regular program students.

Moreover, an evaluation of achievement in mathematics at the United Consolidated Program at Nye School, indicated that "bilingual learning--for both Anglo and Mexican American children--gives better results than does learning in English alone" (Andersson and Boyer, 1970:19).

The extensive NFER evaluation of French in the primary schools of Great Britain, on the other hand, raised serious questions about the effectiveness of second language learning at the primary level (Burstall, et al., 1974). Although the study did not examine a bilingual school program, rather, a "second language" program in which French was taught as a subject for a part of the school day, the study is briefly outlined here, because of its ambitious scope and timeliness, in the wake of the growth of bilingual programs throughout North America.

Over the ten-year period of the evaluation of student achievement in French in the primary and secondary schools, an attempt was made to investigate the following: pupil attitudes toward learning a foreign language, to discover whether or not the attitudes are related to achievement in French, to examine the effect of numerous variables in pupil background on French achievement and attitudes, to examine teacher attitudes and expectations in relation to pupil attitudes and achievement, and to determine whether the study of French at an early age has any effect on achievement in other areas of the curriculum (Burstall, et al., 1974:13).

The longitudinal study was structured so that students taking part in the experiment could continue to learn French over a period of five years. Of importance, in the Pilot Scheme, most of the teachers were not specialist teachers of French, but had received inservice training.

Without going into further details, however, the main conclusion of the NFER report, Primary French in the Balance, was as follows (Burstall, et al., 1974:246):

> Now that the results of the evaluation are finally available, however, it is hard to resist the conclusion that the weight of the evidence has combined with the balance of opinion to tip the scales against a possible expansion of the teaching of French in primary schools.

On the contrary, however, Buckby (1976:340) has stated that the common interpretation of the foregoing conclusion by Burstall is "unfounded" and that the report does not claim to be a basis for making decisions about planning foreign language programs at the primary level. He cited four main reasons to support his views (1976:340-346):

1. That there are many factors to be taken into account when making decisions about curricula which are not considered in the NFER report.

2. That it is questionable whether the conclusions, particularly those contained in the last sentence of the report, are supported by the evidence contained in the report.
3. That there are reservations about the validity of some of the achievement tests on which the evidence and, in turn, the conclusions are based.
4. That the report was not an evaluation of "Primary School French" but was rather a survey of some specific aspects of French being taught in the rather special context of the Pilot Scheme.

Ukrainian-English Bilingual Program. The Ukrainian-English Bilingual Program model resembles the partial French immersion program, in that both offer instruction in two languages for an equal part of the day. In commenting on alternatives to total immersion programs, Edwards and Smyth (1976:533) made the following observations:

> Half and half bilingual programs during the early grades, though not yet sufficiently researched, may provide a more practical alternative for school systems requiring large-scale implementation of programs geared to development of fluently bilingual students. It is noted that findings to date are not as clearly interpretable as those available on early total immersion programs.

Muller, et al., (1977) reported on a study carried out in the Edmonton Public School System during the 1974-1975 school year. Their findings indicated the following (1977:476-485):

> . . . in general, participation in the bilingual program has not had an adverse effect on pupil achievement in the regular Grade One curriculum in that, for the most part, reading and arithmetic skills of program pupils do not differ significantly from those of regular Grade One pupils.

A rather interesting aspect of the study was the examination of several variables which were thought to be possible predictors of success in a Ukrainian language skills post test. Not surprisingly, intelligence, readiness skills, and family background, especially the mother's fluency, were found to be positively correlated with Ukrainian language skills test score results. SES, however, did not appear to be related to the acquisition of Ukrainian language skills.

In addition, the Edmonton Public School System study indicated that "pupils acquired improved skills in oral Ukrainian over the course of the bilingual program" and also acquired a greater appreciation of the Ukrainian culture (1977:483). Moreover, the attitudes of the majority of pupils, parents, teachers and principals were reported to be generally positive toward the bilingual program.

A subsequent study carried out by the Edmonton Public School System during the 1975-1976 school year produced generally similar results, although an initial lag in mathematics skills at the Grade One level seemed to disappear at the end of Grade Two [Evaluation of the Bilingual (English-Ukrainian) Program, 1976].

An evaluation of the 1974-1975 program in the Edmonton Catholic School System revealed that students in the Ukrainian-English Bilingual Program achieved as well in English language skills and mathematics as regular program students, as measured by both individually administered and group standardized tests (Tomko, 1975). Although conclusive statements could not be made about student progress in acquiring Ukrainian language skills, the attitudes of pupils, parents, teachers and administrators were positive towards the program.

An evaluation carried out during 1975-1976 also revealed comparable results, although considerable progress was indicated in student achievement of Ukrainian language skills and appreciation of cultural and religious values (Ewanyshyn, 1976). Moreover, an investigation of cognitive development, carried out as part of the preceding study by a team of researchers from the University of Alberta (Bain, et al.) found no significant differences between test score results on the Conservation and Embedded Figures tests administered to bilingual and regular Grade One program students.

SUMMARY

The foregoing survey of the literature has revealed several trends in the research, theory and practice in the field of bilingualism. One thing seems certain: both research and theory are becoming more refined and seem to be pointing toward new horizons, a shift away from looking at the many complex forms of bilingualism only within the rather narrow framework of trying to determine whether bilingualism, *per se*, is positive or negative; rather, toward an examination and description, through careful observation, of the conditions which obtain in the development of effective bilingual programs.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter contains a brief outline of the Ukrainian-English Bilingual Program in the Edmonton Catholic School System, a description of the subjects, a statement of the null hypotheses, methodology, instrumentation, data gathering procedures and a discussion of the statistical analyses used in the study.

PROGRAM DESCRIPTION

The Ukrainian-English Bilingual Program, implemented in the fall of 1974, was designed to provide students with the opportunity to learn the Ukrainian language as a "language of instruction," along with acquiring English language communication skills. During the 1976-1977 school term, the program was offered at Early Childhood (Kindergarten), Grade One, Grade Two and Grade Three levels.

Long Range Objectives

In addition to the objectives expected of students in all Alberta Schools, the objectives of the Ukrainian-English Bilingual Program are to help students acquire proficiency in the Ukrainian language and develop an appreciation of the Ukrainian culture. More specifically, they include:

1. To develop a functional use of the Ukrainian language. Students should be able to understand Ukrainian when it is spoken, participate easily in conversation as well as read and write in Ukrainian, within the limits of their experience in the Ukrainian language.
2. To develop an understanding and appreciation of the attitudes, cultural values, customs and traditions of the people of Ukrainian origin and foster a security in one's identity.
3. To facilitate the development of positive attitudes towards the learning of other languages and understanding of other cultures.

For the child of Ukrainian origin, the bilingual Ukrainian-English experience will provide opportunity for personal identification with the Ukrainian language and culture in the Canadian and International context (Alberta Education, 1976).

Early Childhood Education (Kindergarten). The Early Childhood Program consists of developmental activities in social, emotional, physical, spiritual and intellectual aspects. In the Early Childhood Ukrainian-English Bilingual Program children are introduced to the Ukrainian language and culture.

The primary program. In Grades One through Three, children take regular instruction in English in the academic subject areas for approximately fifty percent of the school day, and instruction in Ukrainian in the cultural subject areas for the balance of the day. At the Grade One level, English is used as the language of instruction in reading, language arts, arithmetic and science. Oral Ukrainian is used in social studies, language arts, physical education, art, music, health and religion.

At the Grade Two and Three levels, in addition to the use of English and Ukrainian in the subject areas outlined for Grade One, a developmental reading program is introduced in the Ukrainian language, along with instruction in the writing skills, including practical and creative writing. In the religion program, provision is made for instruction in the Ukrainian Catholic Rite.

Comparison With Other Bilingual Programs

The Ukrainian-English Bilingual Program model closely resembles the third alternative suggested by Lambert and Tucker (1972). Approximately an equal amount of time is spent in using both English and Ukrainian during the school day. Ukrainian, the second language being learned, therefore, does not receive as high priority at the primary level as French, the second language, does in the home-school language switch of French immersion programs. No attempt is made to achieve functional bilingualism first in Ukrainian, the second language, before continuing the schooling in both languages; rather, at the outset, an attempt is made to develop both first and second language skills simultaneously.

For the majority of the students beginning the Ukrainian-English Bilingual Program, it would be correct to say, according to parent questionnaire results, that most students had learned English as a first language or had more experience in using English at home than Ukrainian. By the same token, it would also be accurate to point out that the majority of students beginning Grade One have had considerable experience with the Ukrainian language by taking part in the daily, half-day school

Kindergarten program, by taking part in parish playschool programs two half-days a week during the ages of four and five and, in addition, taking part in parish cultural and religious celebrations, as well as being exposed to Ukrainian language and cultural activities in the home environment. Some students, on the other hand, a small minority of the total number, begin Grade One with more experience in the Ukrainian language, having learned Ukrainian as a first language in the home environment. For such children, Ukrainian is the dominant language.

In contrast to French immersion programs, however, reading and writing skills in the second language, Ukrainian, are introduced at the Grade Two level, after considerable mastery of basic reading and writing skills has been achieved in the first language, English, at the Grade One level.

The emphasis, thus, in the Ukrainian-English Bilingual Program at the Grade One level is on the development of listening and speaking skills in Ukrainian in the cultural subject areas, and the development of English language skills in the academic subject areas. Moreover, instruction in religion, in the Ukrainian Catholic Rite, is an integral part of the bilingual program.

DESCRIPTION OF SUBJECTS

All students in the Ukrainian-English Bilingual Program at the Grades One, Two and Three levels, the experimental groups, participated in the study. Information about the family backgrounds of the 148 students involved in the study, was obtained from questionnaires completed by parents. Tables 1, 2 and 3 indicate the distribution of parents of bilingual program students, according to ethnic origin. In each of the tables, students are designated according to stream, the year in which the students entered the bilingual program. The tables show that the majority of parents were of Ukrainian origin, although in a fairly large number of families, one parent was of partial Ukrainian origin or of no Ukrainian background.

Table 4 shows the distribution of parents of bilingual program students, according to religious affiliation. As shown in Table 4, a large percentage of parents were of Ukrainian Catholic background.

THE NULL HYPOTHESES

The main problem of the study was expressed in terms of three categories: pupil academic achievement, cultural appreciation and the perceptions of relevant groups. Sub-problems related to pupil achievement and cultural appreciation were analyzed statistically in order to determine significant differences and correlations. For the purpose of examining these two sub-problems, null hypotheses were established.

Hypothesis 1: There is no significant difference in reading achievement, as measured by the Gates-MacGinitie Reading instruments, between children in the Ukrainian-English Bilingual Program and those in a regular school program.

Hypothesis 2: There is no significant difference in arithmetic achievement, as measured by the Science Research Associates (SRA) Arithmetic instruments, between children in the Ukrainian-English Bilingual Program and those in a regular school program.

Table 1

Distribution of Parents of Program Subjects According to Ethnic Origin--Stream 1 (Grade Three Experimental Group)

	Number	Percentage
Both parents of Ukrainian origin	25	71.4
Mother of Ukrainian origin and father of partial Ukrainian origin or of no Ukrainian background	1	2.8
Father of Ukrainian origin and mother of partial Ukrainian origin or of no Ukrainian background	6	17.1
Both parents are of partial Ukrainian origin or one is of partial Ukrainian origin and the other is of no Ukrainian background	2	5.7
No response	1	2.8
Total	35	99.8

Table 2

Distribution of Parents of Program Subjects According to Ethnic Origin--Stream 2 (Grade Two Experimental Group)

	Number	Percentage
Both parents of Ukrainian origin	16	45.7
Mother of Ukrainian origin and father of partial Ukrainian origin or of no Ukrainian background	6	17.1
Father of Ukrainian origin and mother of partial Ukrainian origin or of no Ukrainian background	11	31.4
Both parents are of partial Ukrainian origin or one is of partial Ukrainian origin and the other is of no Ukrainian background	1	2.8
No response	1	2.8
Total	35	99.8

Table 3

Distribution of Parents of Program Subjects According to Ethnic Origin--Stream 3 (Grade One Experimental Group)

	Number	Percentage
Both parents of Ukrainian origin	26	57.8
Mother of Ukrainian origin and father of partial Ukrainian origin or of no Ukrainian background	7	15.6
Father of Ukrainian origin and mother of partial Ukrainian origin or of no Ukrainian background	11	24.4
Both parents are of partial Ukrainian origin or one is of partial Ukrainian origin and the other is of no Ukrainian background	1	2.2
No response	-	--
Total	45	100.0

Table 4

Percentage Distribution of Religious Affiliation of Parents of Program Subjects by Stream in Experimental Groups

Parent	Protestant	Roman Catholic	Ukrainian Catholic	Ukrainian Orthodox	Other
Stream 1, Grade 3 (N=33)					
Father	3.0	6.0	81.8	6.0	3.0
Mother	6.0	12.1	75.7	6.0	--
Stream 2, Grade 2 (N=34)					
Father	2.9	20.5	70.5	5.8	--
Mother	8.8	29.4	55.8	5.8	--
Stream 3, Grade 1 (N=45)					
Father	2.2	22.2	64.4	11.1	--
Mother	2.2	20.0	62.2	15.6	--

Hypothesis 3: There is no significant difference in spelling achievement, as measured by the School System Spelling instrument, between Grade Two and Three children in the Ukrainian-English Bilingual Program and those in a regular school program.

Hypothesis 4: There is no significant difference in the mean gain in achievement in Ukrainian, as measured by the Ukrainian Language Skills pre and post tests.

Hypothesis 5: There is no significant correlation between pre and post test achievement in Ukrainian, as measured by the Ukrainian Language Skills instruments, and the amount of time that Ukrainian is spoken in the home.

Hypothesis 6: There is no significant correlation between pre and post test achievement in Ukrainian, as measured by the Ukrainian Language Skills instruments, and the attitude ratings on the Attitude Questionnaire instrument completed by Grade Three bilingual program students.

METHODOLOGY

The research study was designed so that bilingual program students could be matched with a control group of students in the regular school program. For the purpose of comparing achievement test score results, students were paired to form matched samples.

Matching Procedures

The experimental groups of students (T_1, T_2, T_3), enrolled in the Ukrainian-English Bilingual Program in three of the Edmonton Catholic schools, came from various parts of the city.

The control groups of students (C_1, C_2, C_3), however, were selected from the population of students in the regular Grades One, Two and Three classes at the three schools in which the Ukrainian-English Bilingual Program was offered or from neighboring schools of relatively similar socio-economic status. The matched samples are indicated in Table 5.

In matching the experimental groups of students with the control students, five variables were considered: Grade, sex, age, Primary Mental Ability score (PMA), and socio-economic status (SES). The five variables were used in matching the experimental and control group students in order to increase the internal validity of the project design (Campbell and Stanley, 1972). Each variable was deemed to be important in determining to some extent the students' relative success or failure in achieving the objectives of the school program. Table 6 indicates the PMA and SES scores.

As shown in Table 6, some PMA and SES scores were unavailable. A small number of stream 1 students missed taking the PMA test, as they entered the program in the second year by transferring from another school. To determine SES scores, information on the occupational background of the major wage earner in the family was obtained from student registration forms and parent questionnaires. Some of the registration forms, however, were incomplete or unavailable; hence, discrepancies are evident between the N in the experimental and control groups on SES scores in Table 6.

Table 5

Distribution of Experimental (T) and Control Group (C) Matched Samples

Matched Samples by Grade	Number of Subjects	
	Experimental	Control
Grade One students	55	55
Grade Two students	46	46
Grade Three students	47	47
Total	148	148

Table 6

Distribution of Mean PMA and SES Scores by Stream

	Experimental		Control	
PMA Scores	N	PMA	N	PMA
Stream 1, Grade 3	40	116.4	47	114.1
Stream 2, Grade 2	44	114.0	44	113.6
Stream 3, Grade 1	55	114.0	55	111.4
SES Scores	N	SES	N	SES
Stream 1, Grade 3	44	48.6	24	43.9
Stream 2, Grade 2	41	49.4	27	48.1
Stream 3, Grade 1	53	49.2	44	47.0

INSTRUMENTATION

Instruments were selected or designed to measure student achievement and the perceptions of relevant groups toward the bilingual program. To measure student achievement, the following test instruments were used: Gates-MacGinitie Reading (Vocabulary and Comprehension), Science Research Associates (SRA) Arithmetic Test, School System Spelling and Ukrainian Language Skills tests.

In order to obtain information about the perceptions of relevant groups toward the bilingual program, questionnaires were developed separately for parents, teachers, principals and students. The parent questionnaires were completed by the parents of children in the Ukrainian-English Bilingual Program at the Grades One, Two and Three levels. Teachers offering instruction in the bilingual program completed the teacher questionnaire, while the principals of the schools offering the bilingual program completed the principal questionnaire. Moreover, Grade Three bilingual program students completed the student questionnaire.

Achievement Tests

Table 7 shows the distribution of achievement tests used in the study, according to group and Grade level.

Gates-MacGinitie Reading Primary A,B,C, Form 1, 2 (Vocabulary and Comprehension). The Gates-MacGinitie tests were administered at large in the school system to Grades One, Two and Three students at the completion of the school term. School systems norms were available for both the vocabulary and comprehension sub-tests, which were group

Table 7

Distribution of Achievement Tests, According to Group and Grade Level

Name of Test	Group	Grade Level
Gates-MacGinitie Reading Primary A,B,C Forms 1, 2 Vocabulary	Both Groups: Experimental, Control	Grades One, Two, Three
Gates-MacGinitie Reading Primary A,B,C, Forms 1, 2 Comprehension	Both Groups: Experimental, Control	Grades One, Two, Three
Science Research Associates (SRA) Arithmetic	Both Groups: Experimental, Control	Grades One, Two, Three
School System Spelling	Both Groups: Experimental, Control	Grades Two, Three only
Ukrainian Language Skills	Experimental only	Grades One, Two, Three

administered. To be specific, the vocabulary sub-test provided a measure of the pupil's ability to recognize or analyze isolated words. The comprehension sub-test, on the other hand, provided information about the extent to which a pupil understood what he or she was reading, the latter requiring many skills not involved in the ability to recognize words.

Science Research Associates (SRA) Arithmetic Test. The SRA instrument was a mathematics test administered system wide. It provided both information about the degree of a pupil's conceptual understanding of mathematics, as well as his or her mastery of computational skills.

Ukrainian Language Skills Tests. Considerable attention was given to the development of the Ukrainian Language Skills tests. The Grade One test underwent two thorough revisions while the Grade Two test passed through one revision phase. Item analyses were carried out prior to the revisions of both tests. Both instruments consisted of parts that were group and individually administered; the Grade One test focused on the listening and speaking skills, while the Grade Two and Three tests, in addition, measured initial reading and writing skills (Appendix E).

Grade One Ukrainian Language Skills Test.

Group Administered:

Cluster 1. Listening comprehension
2. Listening comprehension
3. Story comprehension

Individually Administered:

Cluster 4. Naming; Comparisons
5. Naming of nouns
6. Identifying actions
7. Responding to pictures
8. Following instructions

The maximum possible score on the Grade One test was 90 marks (group administered 40; individual 50).

Grade Two Ukrainian Language Skills Test.

Group Administered:

Cluster 1. Listening comprehension
2. Story comprehension
3. Selecting action pictures
4. Listening comprehension
5. Story comprehension

Individually Administered:

Cluster 6. Naming
7. Responding to pictures
8. Oral conversation
9. Oral reading
10. Writing
11. Silent reading

The maximum possible score on the Grade Two test was 125 marks (group administered 50; individual 75).

Grade Three Ukrainian Language Skills Test.

Group Administered:

Cluster 1. Reading readiness--beginning sounds
2. Reading readiness--beginning and ending sounds
3. Silent reading
4. Listening comprehension

Individually Administered:

Cluster 5. Oral reading
6. Sequencing
7. Synonyms

8. Prepositions and pronouns
9. Silent reading--details
10. Silent reading--main idea
11. Writing--words and phrases
12. Writing--sentences
13. Writing--riddles
14. Writing--nouns and verbs
15. Writing--responding to pictures
16. Oral expression using picture stimulus

The maximum possible score on the Grade Three test was 140 marks (group administered 100; individual 40).

Questionnaires

Very extensive work was carried out in the revision of the parent, teacher and principal questionnaires piloted in two previous years. The revision was undertaken to gather more precise information about the attitudes of parents, teachers and principals toward the program. In short, the questionnaires were designed to obtain information about the students' appreciation of the Ukrainian culture, including the students' understanding of the Ukrainian Catholic Rite, and the following selected sub-problems: the appropriateness and achievement of program objectives, the effectiveness of program operation, the adequacy of curricular and instructional materials, the need for inservice training and special administrative arrangements.

Parent questionnaires. Two separate questionnaires were developed: one for the parents of Grade One pupils, another for the parents of Grade Two and Three pupils. Each instrument consisted of three types of questions: those answered on a rating scale, multiple choice questions, and open-ended or space for "comment" responses. Some of the major areas examined were as follows:

1. Parental rating of the appropriateness and achievement of stated objectives.
2. Parental rating of the appropriateness and achievement of specific Ukrainian language arts and cultural objectives.
3. Perceptions and attitudes toward the program.
4. Parental involvement in the program.
5. Family background.

The two questionnaires were very similar, although the Grade Two and Three questionnaires contained questions about Ukrainian reading and writing skills development that were not found in the Grade One instrument. In both instruments, however, a five-point rating scale was used (Appendix A).

Teacher questionnaire. Not unlike the parent questionnaire, the teacher questionnaire was developed to obtain a rating of the appropriateness and achievement of stated program objectives. Moreover, the questionnaire was designed to obtain an assessment of teacher perceptions and attitudes about the overall effectiveness of the program, the adequacy of school organization, inservices, teaching strategies, curricular and instructional materials (Appendix B).

Principal questionnaire. Less detailed than the teacher questionnaire, the principal questionnaire did not ask for an assessment of the degree of achievement on the part of students of the stated program objectives. Rather, the questionnaire was designed to provide information about the appropriateness of the objectives and, particularly, information about school organization matters, such as staffing, the need for special facilities and materials, timetabling or scheduling arrangements, as well as an indication of major problems, parental attitudes, and degree of parental involvement (Appendix C).

Student questionnaire. The student attitude questionnaire was developed to obtain information about the feelings and attitudes of Grade Three students toward the bilingual program. It consisted of ten questions constructed to obtain a profile of the student's attitudes toward Ukrainian language and cultural activities. The questionnaires were completed in June of 1977 by Grade Three bilingual students, according to a precise set of verbal instructions provided by a test administrator (Appendix D).

DATA GATHERING AND STATISTICAL PROCEDURES

Administration of Achievement Tests

In June of 1977 the Gates-MacGinitie reading tests and the Science Research Associates (SRA) arithmetic tests were administered to fifty-five children in the Grade One Bilingual Program (T_1), forty-six children in the Grade Two program (T_2), forty-seven children in the Grade Three program (T_3) and to equal numbers of pupils in three control groups. The first control group (C_1) consisted of fifty-five children in the regular Grade One program while the second and third control groups (C_2, C_3) consisted of forty-six children in the regular Grade Two program and forty-seven children in the regular Grade Three program.

In addition, the School System Spelling tests were administered to all of the experimental and control group students at the Grade Two and Three levels. In order to assess achievement in Ukrainian, the Ukrainian Language Skills tests (Grades One, Two and Three) were administered to the experimental groups in the fall of 1976 as pre tests and again in June of 1977 as post tests.

Gathering of Questionnaire Data

In June of 1977, after considerable revision and pilot testing, the parent, teacher and principal questionnaires were mailed out. After several days had passed, each respondent was contacted by telephone, in order to find out if a particular questionnaire had been received. After another week had passed, a second follow-up was carried out to contact respondents who had not returned their questionnaires. Two weeks later, the third and last follow-up was completed.

The questionnaire returns are shown in Table 8.

Statistical Procedures

The data for the study were gathered at both the school and school system levels. Tests were administered in the bilingual program schools to both bilingual, experimental students, and regular program, control students. Test results were also obtained from a central school system data bank. All data were tabulated and key punched on computer cards at Edmonton Catholic Schools Informational Systems.

Table 8

Distribution of Questionnaires Sent to Parents, Teachers and Principals and the Percentage of Returns

Respondents	Number Sent	Number Returned	Percentage Returned
Parents of Grade One bilingual children	55	45	81.8
Parents of Grade Two bilingual children	46	36	78.2
Parents of Grade Three bilingual children	47	39	82.9
Teachers	8	7	87.5
Principals	3	3	100.0

Statistical tests were carried out at the Computing Services, University of Alberta. The .05 level of significance was used in testing the hypotheses, and a two-tailed test of significance was used in the analysis.

In order to test the null hypotheses and evaluate the achievement of bilingual program students, a t test for dependent samples was performed on the standard scores of the experimental and control groups on the Gates-MacGinitie, SRA and Spelling tests. A t test for dependent samples was also used to analyze the pre and post test scores in the Ukrainian Language Skills tests.

Correlations were carried out to determine the relationships existing between the dependent variable, achievement in Ukrainian, and the independent variables, the amount of time Ukrainian is spoken in the home and the attitude ratings on the student attitude questionnaire.

SUMMARY

In summary, the Ukrainian-English Bilingual Program was designed to provide students with the opportunity to learn the Ukrainian language as a "language of instruction," along with acquiring English language communication skills.

Questionnaires were developed to obtain information about the family backgrounds of the 148 students involved in the study. Null hypotheses were established in order to examine pupil academic achievement and cultural appreciation.

Bilingual program students were matched with a control group of students in the regular school program. Both groups of students completed achievement instruments selected or developed for the study. Parents, teachers and principals completed questionnaires developed for the purpose of obtaining information about the perceptions of relevant groups toward the bilingual program. For the purpose of comparing the achievement test score results of the experimental and control groups, $\underline{t}$ tests for dependent samples were carried out.

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

In this chapter the results of the study are presented and analyzed. The first section deals with the nature of the samples. The achievement test results are presented in the next section, followed by a discussion of the questionnaire results related to cultural appreciation and a discussion of the perceptions of relevant groups toward the bilingual program.

THE NATURE OF THE SAMPLE

Pupils registered in the Ukrainian-English Bilingual Program in the Edmonton Catholic School System during the 1976-1977 school term at the Grade One, Grade Two and Grade Three levels, made up the experimental groups. Grade Three students who entered the program in the first year of implementation were designated "stream 1" (T_1), while Grade Two students were designated "stream 2" (T_2), and Grade One students were designated "stream 3" (T_3). The experimental students were matched with control students on the basis of the following criteria: Grade, sex, age, Primary Mental Ability (PMA) score and socio-economic status (SES) rating. The control students were selected from the regular programs of the three schools which offered the Ukrainian-English Bilingual Program or from the regular programs of nearby schools of relatively similar socio-economic area. The Grade Three control students were designated "stream 1" (C_1), the Grade Two students "stream 2" (C_2), and the Grade One students "stream 3" (C_3).

A total of 148 students made up the experimental groups, 47 Grade Three students (T_1), 46 Grade Two students (T_2), and 55 Grade One students (T_3). An equal number of students made up the control groups, 47 Grade Three students (C_1), 46 Grade Two students (C_2), and 55 Grade One students (C_3).

Although programs varied somewhat from school to school, children in the Ukrainian-English Bilingual Program were taught in both English and Ukrainian for an approximately equal amount of time during the school day. Children in the regular school programs, however, were taught only in English during the school day.

The main purpose of this study was to determine the consequences of the implementation and operation of the bilingual program on pupil academic achievement, pupil cultural appreciation and the perceptions of relevant groups toward the bilingual program. The three categories, pupil academic achievement, pupil cultural appreciation, and the perceptions of relevant groups toward the bilingual program, are examined in detail in the sections which follow.

ACHIEVEMENT TEST RESULTS

The main problem of the study, as expressed in terms of the first category, pupil academic achievement, was examined directly by means of various group administered and individually administered achievement tests.

For the purpose of comparing the achievement test score results of the experimental and control groups, t tests for dependent samples were carried out.

Grade Three Test Score Results (Stream 1)

Analyses of the Grade Three test score results for the Gates-MacGinitie Vocabulary and Comprehension tests, the SRA Arithmetic test and the School System Spelling test are indicated in Table 9.

As noted in Table 9, significant differences were evident in the Gates-MacGinitie Vocabulary and Comprehension test score results at the Grade Three level. On both tests, the bilingual program students scored significantly higher than regular program students. On the SRA Arithmetic and School System Spelling tests, however, no significant differences were evident between the experimental and control groups.

Table 9

Comparisons of Experimental (T_1) and Control (C_1)
Students on Achievement Test Score Results
Stream 1 (Grade Three)

Variable	N	Mean	S.D.	t value
Gates-MacGinitie (Vocabulary)				
Bilingual Program (T_1)	47	60.4	6.1	2.30*
Regular Program (C_1)	47	57.0	8.2	
Gates-MacGinitie (Comprehension)				
Bilingual Program (T_1)	47	59.2	6.9	2.40*
Regular Program (C_1)	47	55.4	8.3	
SRA Arithmetic				
Bilingual Program (T_1)	47	24.9	4.1	.05
Regular Program (C_1)	47	24.9	3.9	
School System Spelling				
Bilingual Program (T_1)	47	91.7	10.9	1.65
Regular Program (C_1)	42	87.1	15.2	

*Significant at .05 level.

Grade Two Test Score Results (Stream 2)

Analyses of the Grade Two test score results for the Gates-MacGinitie Vocabulary and Comprehension tests, the SRA Arithmetic test and the School System Spelling test are presented in Table 10.

As indicated in Table 10, a significant difference was evident in the SRA Arithmetic test score results at the Grade Two level. On the arithmetic test, the bilingual program students scored significantly higher than regular program students. On the Gates-MacGinitie Vocabulary and Comprehension tests and the School System Spelling test, however, no significant differences were evident between the experimental and control groups.

Table 10

Comparisons of Experimental (T_2) and Control (C_2)
Students on Achievement Test Score Results
Stream 2 (Grade Two)

Variable	N	Mean	S.D.	t value
Gates-MacGinitie (Vocabulary)				
Bilingual Program (T_2)	47	58.5	7.7	0.60
Regular Program (C_2)	46	57.5	7.5	
Gates-MacGinitie (Comprehension)				
Bilingual Program (T_2)	46	56.7	8.0	0.11
Regular Program (C_2)	46	56.5	8.5	
SRA Arithmetic				
Bilingual Program (T_2)	46	26.5	3.5	2.18*
Regular Program (C_2)	45	24.7	4.5	
School System Spelling				
Bilingual Program (T_2)	45	95.3	8.1	1.90
Regular Program (C_2)	45	90.2	16.0	

*Significant at .05 level.

Grade One Test Score Results (Stream 3)

Grade One test score results for the Gates-MacGinitie Vocabulary and Comprehension tests, and the SRA Arithmetic test are shown in Table 11.

Table 11 shows that a significant difference was evident in the SRA Arithmetic test score results at the Grade One level. Consistent with Grade Two test results, the bilingual program students scored significantly higher in arithmetic than regular program students. On the Gates-MacGinitie Vocabulary and Comprehension tests, however, no significant differences were evident between the experimental and control groups, also consistent with Grade Two results. Of interest, no Spelling test was administered at the Grade One level, because Spelling is first introduced as a separate subject area of study at the Grade Two level.

Table 11

Comparisons of Experimental (T_3) and Control (C_3)
Students on Achievement Test Score Results
Stream 3 (Grade One)

Variable	N	Mean	S.D.	t value
Gates-MacGinitie (Vocabulary)				
Bilingual Program (T_3)	55	54.2	8.2	-1.29
Regular Program (C_3)	55	56.4	9.5	
Gates-MacGinitie (Comprehension)				
Bilingual Program (T_3)	55	54.9	8.4	-0.57
Regular Program (C_3)	55	55.9	8.7	
SRA Arithmetic				
Bilingual Program (T_3)	54	30.2	3.3	2.21*
Regular Program (C_3)	55	28.6	4.3	

*Significant at .05 level.

Ukrainian Language Skills Test Score Results

Analyses of the Ukrainian Language Skills test score results were carried out to determine if significant mean differences were evident between pre and post tests. The test score results on the Ukrainian Language Skills tests are presented in Table 12.

As noted in Table 12, a significant difference was evident in the Ukrainian Language Skills test score results at each of the Grade levels. On the comparison of the test score results on the pre and post test, a significant mean gain was evident, indicating that bilingual program students scored significantly higher on the post test at the Grades One, Two and Three levels.

Table 12

Comparison of Mean Scores on the Ukrainian Pre and Post Test by Stream

Variable	N	Mean	S.D.	t value
Stream 1, Grade 3				
Ukrainian Language Skills				
Pre test	47	83.2	23.5	-16.6***
Post test		121.4	15.3	
Stream 2, Grade 2				
Ukrainian Language Skills				
Pre test	46	38.9	15.8	-31.58***
Post test		108.0	16.7	
Stream 3, Grade 1				
Ukrainian Language Skills				
Pre test	55	37.7	22.8	-12.8***
Post test		70.8	14.0	

***Significant beyond .001 level.

Correlation of Ukrainian Achievement With Selected Variables

In order to examine the relationship between achievement in Ukrainian, the dependent variable, and various independent variables, correlations were derived between the Ukrainian Language Skills test score results and the following independent variables: the amount of time Ukrainian is spoken at home and student attitude ratings.

Amount of time Ukrainian is spoken at home. Correlation of the Ukrainian Language Skills pre test results and the amount of time Ukrainian is spoken at home is indicated in Table 13.

Table 13

Correlation of Results on the Ukrainian Pre Test
and the Amount of Time Ukrainian is Spoken
at Home--Experimental Students

Variable	N	r	p
Ukrainian Language Skills Grade Three (Stream 1)	39	0.599	0.00003
Ukrainian Language Skills Grade Two (Stream 2)	36	0.446	0.003
Ukrainian Language Skills Grade One (Stream 3)	45	0.480	0.0004

As noted in Table 13, the Grade Three Ukrainian Language Skills pre test results correlated quite highly with the amount of time Ukrainian is spoken at home. A lower correlation, however, was evident on the Grade Two and Grade One results. A tentative interpretation of the results suggests that the amount of time Ukrainian is spoken at home may be a variable which may predict to some extent the degree of success students may achieve at school in acquiring Ukrainian language skills.

Correlation of the Ukrainian Language Skills post test results and the amount of time Ukrainian is spoken at home is presented in Table 14.

Table 14 shows that the Grade Two Ukrainian Language Skills post test results correlated quite highly with the amount of time Ukrainian is spoken at home. A slightly lower correlation, however, was evident at the Grade Three level and a much lower correlation was indicated at the Grade One level. Overall, the correlation results on the post tests were generally consistent with the pre test results.

Table 14

Correlation of Results on the Ukrainian Post Test
and the Amount of Time Ukrainian is Spoken
at Home--Experimental Students

Variable	N	r	p
Ukrainian Language Skills Grade Three (Stream 1)	39	0.434	0.003
Ukrainian Language Skills Grade Two (Stream 2)	36	0.515	0.0007
Ukrainian Language Skills Grade One (Stream 3)	45	0.396	0.004

Student attitude ratings. Correlation of the Ukrainian Language Skills Grade Three pre and post test results and the student attitude ratings is reported in Table 15.

As shown in Table 15, the correlation of the Ukrainian Language Skills Grade Three pre and post test results and the student attitude ratings was very low in both cases, at a probability level of 0.101 and 0.142, respectively.

Table 15

Correlation of Results on the Ukrainian Language Skills Tests and Student Attitude Ratings-- Grade Three Experimental Students

Variable	N	r	p
Ukrainian Language Skills Grade Three Pre test	42	0.201	0.101
Ukrainian Language Skills Grade Three Post test	42	0.169	0.142

SUMMARY OF ACHIEVEMENT TEST FINDINGS

The main problem of the study, as expressed in terms of pupil academic achievement, was analyzed statistically in order to determine significant differences and correlations. On the basis of the results of the study relating to pupil academic achievement, the null hypotheses were accepted or rejected as follows:

Hypothesis 1. There is no significant difference in reading achievement as measured by the Gates-MacGinitie Reading instruments, between children in the Ukrainian-English Bilingual Program and those in a regular school program. The results indicated that the means on the Grade Three Vocabulary and Comprehension tests for the bilingual students were significantly higher than the means for the regular program students as shown in Table 9. Consequently, for the Grade Three level this hypothesis was rejected. Since no significant mean differences, however, were evident at the Grade Two and Grade One levels, as shown in Tables 10 and 11, this hypothesis was accepted for the Grade Two and Grade One levels.

Hypothesis 2. There is no significant difference in arithmetic achievement, as measured by the Science Research Associates (SRA) Arithmetic instruments, between children in the Ukrainian-English Bilingual Program and those in a regular school program. The results indicated that the means on the Grade Two and Grade One SRA Arithmetic tests for the bilingual students were significantly higher than the means for the regular program students, as shown in Tables 10 and 11. Therefore, at the Grade Two and Grade One levels, this hypothesis was rejected. Since no significant mean difference, however, was evident at the Grade Three level, as shown in Table 9, this hypothesis was accepted for the Grade Three level.

Hypothesis 3. There is no significant difference in spelling achievement, as measured by the School System Spelling instrument, between Grade Two and Three children in the Ukrainian-English Bilingual

Program and those in a regular school program. The results indicated that no significant mean differences were evident on the School System Spelling tests at the Grades Two and Three levels, as shown in Tables 9 and 10, therefore, this hypothesis was accepted.

Hypothesis 4. There is no significant difference in the mean gain in achievement in Ukrainian, as measured by the Ukrainian Language Skills pre and post tests. The results indicated that significant differences between the Ukrainian Language Skills pre and post tests at the Grades Three, Two and One levels were evident, as shown in Table 12. Consequently, this hypothesis was rejected.

Hypothesis 5. There is no significant correlation between pre and post test achievement in Ukrainian, as measured by the Ukrainian Language Skills instruments, and the amount of time that Ukrainian is spoken in the home. The results indicated that there was a significant correlation between Ukrainian Language Skills pre and post test results and the amount of time Ukrainian is spoken in the home, as indicated in Tables 13 and 14. Therefore, this hypothesis was rejected.

Hypothesis 6. There is no significant correlation between pre and post test achievement in Ukrainian, as measured by the Ukrainian Language Skills instruments, and the attitude ratings on the attitude questionnaire instrument completed by Grade Three bilingual program students. The results indicated there was a low correlation between Ukrainian Language Skills pre and post test results and the attitude ratings on the attitude questionnaire instrument completed by Grade Three bilingual program students, as indicated in Table 15. Consequently, this hypothesis was accepted.

CULTURAL APPRECIATION

The main problem of the study, as expressed in terms of the second category, pupil cultural appreciation, was examined directly through the use of a student attitude questionnaire instrument, completed by Grade Three bilingual program students and, indirectly, through the use of parent and teacher questionnaires. The next section deals with the results obtained on the student attitude questionnaire instrument while the section on the attitudes of relevant groups will include a discussion of parent and teacher perceptions of the effect of the bilingual program on pupil cultural appreciation.

Student Attitude Questionnaire

On the student attitude questionnaire, which consisted of ten questions constructed to obtain a profile of the student's attitude toward Ukrainian language and cultural activities, a positive response, "yes," was assigned a value of 1.0, a response of "sometimes," was assigned a value of .5 while a negative response "no" or a response of "I don't know" was assigned a value of 0. The student attitude questionnaire results are presented in Table 16.

As shown in Table 16, the mean score on the student attitude questionnaire was 7.9, indicating that the attitude of the Grade Three bilingual program students, as measured by the student attitude questionnaire, was highly positive toward the bilingual program.

Table 16

Distribution of the Student Attitude Questionnaire Ratings--Stream 1 (Grade Three)

Variable	N	Total Possible Score	Mean
Student Attitude Rating	42	10	7.9

ATTITUDES OF RELEVANT GROUPS

The main problem of the study, as expressed in terms of the third category, the perceptions of relevant groups toward the bilingual program, was examined by means of parent, teacher and principal questionnaires. Parents, teachers and principals were asked to evaluate the appropriateness of program objectives. Furthermore, parents were asked to rate the degree to which they felt their child was achieving the objectives of the program (Appendix A). Teachers, moreover, were asked to rate the degree to which they felt their classes were achieving the program objectives (Appendix B).

In addition, the attitudes of relevant groups toward the bilingual program were examined as they related to the following subproblems: effectiveness of program operation, adequacy of curricular and instructional materials, inservice training and special administrative arrangements (Appendices A, B, C).

Appropriateness and Achievement of Program Objectives

Objective 1. The first objective of the Ukrainian-English Bilingual Program rated by parents, teachers and principals was stated as follows:

> The pupils will follow the English language curriculum in language arts, mathematics and science and will achieve at or above an average level in each of these areas.

The parents, teachers and principals rated the appropriateness and achievement of the objective on a five-point scale. As indicated in Table 17, columns 1 and 2 were collapsed into one category to show the negative side of the continuum. Column 3 remained as one category to show the mid-point or neutral position on the continuum, while columns 4 and 5 were collapsed into one category to show the positive side of the continuum.

Table 17

Distribution of Parent, Teacher and Principal Ratings of Objective 1, According to Appropriateness and Achievement (in Brackets)*

	N	Inappropriate 1 2 (Not achieved)	3	4 5 Appropriate (Achieved)
G1 Parents**	43	0 (4.6)	7.0 (18.6)	93.1 (76.7)
Teachers	7	0 (0)	0 (14.3)	100.0 (85.7)
Principals	3	0	33.3	66.7

*Expressed as a percentage of total respondents.

**G1 refers to Grade level.

As noted in Table 17, the majority of parents, teachers and principals rated the appropriateness of the objective very highly; 93.1 percent of the parents gave a rating of 4 and 5; 100 percent of the teachers gave a rating of 4 and 5; 66.7 percent of the principals gave a rating of 4 and 5. The achievement of the objective, as rated by parents and teachers, was somewhat lower; 76.7 percent of the parents gave a rating of 4 and 5 while 85.7 percent of the teachers gave a rating of 4 and 5.

Objective 2. The second objective of the Ukrainian-English Bilingual Program rated by parents, teachers and principals was stated as follows:

> The pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

The parents, teachers and principals rated the appropriateness and achievement of the objective on a five-point scale, as presented in Table 18. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side.)

Table 18 shows that the majority of parents, teachers and principals rated the appropriateness of the objective very highly; 90.7 percent of the parents gave a rating of 4 and 5; 100 percent of the teachers and principals gave a rating of 4 and 5. The achievement of the objective, as rated by parents and teachers, as in the case of objective 1, was somewhat lower; 60.9 percent of the parents gave a rating of 4 and 5 while 85.8 percent of the teachers gave a rating of 4 and 5. Again, as in the case of objective 1, teachers tended to rate the achievement of objective 2 slightly higher than parents.

Table 18

Distribution of Parent, Teacher and Principal Ratings of Objective 2, According to Appropriateness and Achievement (in Brackets)*

		Inappropriate		Appropriate
		1 2	3	4 5
	N	(Not achieved)		(Achieved)
Gl Parents**	43	0	9.3	90.7
	(41)	(9.8)	(29.3)	(60.9)
Teachers	7	0	0	100.0
		(0)	(14.3)	(85.8)
Principals	3	0	0	100.0

*Expressed as a percentage of total respondents.

**Gl refers to Grade level.

Objective 3: General statement. The third objective of the Ukrainian-English Bilingual Program rated by parents, teachers and principals was stated as follows:

> Pupils will develop an appreciation of Ukrainian culture.

The parents, teachers and principals rated the appropriateness and achievement of the objective on the basis of observed change on a five-point scale, as reported in Table 19. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side.)

As shown in Table 19, the majority of parents, teachers and principals rated the appropriateness of the objective very highly; 93.2 percent of the parents of Grade One students gave a rating of 4 and 5; 100 percent of the teachers gave a rating of 5; 100 percent of

Table 19

Distribution of Parent, Teacher and Principal Ratings of Objective 3, According to Appropriateness and Achievement (in Brackets)*

		Inappropriate		Appropriate
		1 2	3	4 5
	N	(Not achieved)		(Achieved)
G1 Parents**	44 (45)	0 (2.2)	6.8 (13.3)	93.2 (84.5)
G2 Parents	(33)	(0)	(6.1)	(94.0)
G3 Parents	(37)	(0)	(2.7)	(97.3)
Teachers	7 (7)	0 (0)	0 (0)	100.0 (100.0)
Principals	3	0	0	100.0

*Expressed as a percentage of total respondents.

**G1, G2, and G3 refer to Grade level.

the principals gave a rating of 4 and 5. Again, consistent with the ratings of objectives 1 and 2, the achievement of objective 3 was rated somewhat lower; 84.5 percent of the parents of Grade One students gave a rating of 4 and 5 while 100 percent of the teachers gave a rating of 4 and 5. The parents of Grade Two and Three students, also, rated the achievement of objective three very highly; 94 percent of the parents of Grade Two students gave a rating of 4 and 5 while 97.3 percent of the parents of Grade Three students gave a rating of 4 and 5.

Objective 3: Subject areas. On the parent, teacher and principal questionnaires the third objective was also stated in more specific terms as follows:

> More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

The parents, teachers and principals rated the appropriateness and achievement of the cultural objectives of various subject areas on a five-point scale, as indicated in Table 20. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side.)

Table 20 shows that the majority of parents, teachers and principals rated the appropriateness of the six subject areas in terms of cultural appreciation, very highly; generally, between 66.7 and 100 percent of each of the groups gave ratings of 4 and 5. The ratings on achievement, however, were somewhat lower; generally, between 40.0 and 100 percent of each of the groups gave ratings of 4 and 5.

Of the subject areas listed, religion was given the highest rating by parents on both appropriateness and achievement; between 95.4 and 97.5 percent gave ratings of 4 and 5 on appropriateness and between 85.8 and 97.4 percent gave ratings of 4 and 5 on achievement. Next, in order of highest total rating on appropriateness and achievement by parents, were Ukrainian music, Ukrainian art, literature and social studies. Religion and Ukrainian art were given the highest rating by teachers and principals on appropriateness and achievement (100 percent gave ratings of 4 and 5) followed by Ukrainian music, literature and social studies.

Table 20

Distribution of Parent, Teacher and Principal Ratings of Cultural Subject Areas, According to Appropriateness and Achievement (in Brackets)*

			Inappropriate		Appropriate
			1 2	3	4 5
Subject Area	Group	N	(Not achieved)		(Achieved)
Ukrainian Music	G1 Parents**	45 (42)	4.4 (7.2)	8.9 (26.2)	86.6 (66.7)
	G2 Parents	36 (36)	2.8 (2.8)	8.3 (22.2)	88.8 (75.0)
	G3 Parents	39 (39)	0 (2.6)	12.8 (12.8)	87.2 (84.6)
	Teachers	7 (7)	0 (0)	14.3 (14.3)	85.7 (85.7)
	Principals	3	0	0	100.0
Ukrainian Art	G1 Parents	45 (44)	6.6 (9.1)	11.1 (25.0)	82.3 (65.9)
	G2 Parents	36 (35)	0 (2.9)	27.8 (31.4)	72.2 (65.8)
	G3 Parents	39 (39)	5.2 (7.7)	10.3 (17.9)	84.7 (74.4)
	Teachers	7 (7)	0 (0)	0 (0)	100.0 (100.0)
	Principals	3	0	0	100.0
Religion	G1 Parents	43 (42)	0 (2.4)	4.7 (11.9)	95.4 (85.8)
	G2 Parents	35 (36)	0 (0)	2.9 (8.3)	97.2 (91.6)
	G3 Parents	39 (39)	0 (0)	2.6 (2.6)	97.5 (97.4)
	Teachers	7 (7)	0 (0)	0 (0)	100.0 (100.0)
	Principals	3	0	0	100.0

Table 20 (Continued)

Subject Area	Group	N	Inappropriate 1 2 (Not achieved)	3	Appropriate 4 5 (Achieved)
Social Studies (Canada)	G1 Parents	44 (40)	6.8 (37.5)	15.9 (35.0)	77.3 (27.5)
	G2 Parents	32 (31)	12.5 (22.6)	18.8 (35.5)	68.8 (41.9)
	G3 Parents	38 (37)	2.6 (5.4)	21.1 (35.1)	76.3 (59.4)
	Teachers	6 (5)	33.3 (60.0)	0 (0)	66.7 (40.0)
	Principals	3	0	0	100.0
Social Studies (Ukraine)	G1 Parents	43 (39)	7.0 (25.6)	16.3 (38.5)	76.8 (35.9)
	G2 Parents	33 (33)	6.1 (9.1)	27.3 (39.4)	66.7 (51.5)
	G3 Parents	38 (37)	0 (2.7)	13.2 (21.6)	86.8 (75.7)
	Teachers	7 (6)	14.3 (16.7)	14.3 (16.7)	71.4 (66.6)
	Principals	3	0	66.7	33.3
Literature	G1 Parents	42 (39)	4.8 (28.2)	7.1 (23.1)	88.1 (48.7)
	G2 Parents	35 (35)	5.8 (8.6)	20.0 (28.6)	74.3 (62.9)
	G3 Parents	37 (36)	2.7 (2.8)	13.5 (22.2)	83.7 (75.0)
	Teachers	7 (7)	0 (0)	0 (28.6)	100.0 (71.4)
	Principals	3	0	0	100.0

*Expressed as a percentage of total respondents.

**G1, G2 and G3 refer to Grade level.

On the negative side of the continuum, on non-achievement, social studies, in particular, the study of early Ukrainian settlers in Canada, was rated quite high by parents of Grade One and Two students (37.5 and 22.6 percent gave ratings of 1 and 2) and even higher by teachers, on both inappropriateness and non-achievement (33.3 and 60.0 percent gave ratings of 1 and 2, respectively).

Objective 4. The fourth objective of the Ukrainian-English Bilingual Program rated by parents, teachers and principals was stated as follows:

> The pupils and their parents will have positive feelings about the participation of the pupils in the program.

The parents, teachers and principals rated the appropriateness and achievement of the objective on a five-point scale, as presented in Table 21. (Columns 1 and 2 were collapsed on one side of the continuum, 4 and 5 on the opposite side.)

As noted in Table 21, parents, teachers and principals rated the appropriateness of the objective very highly; between 88.3 and 100 percent gave ratings of 4 and 5. In terms of pupil satisfaction, a clear majority of the parents of Grade One, Two and Three students (between 77.2 and 94.8 percent) indicated their children were "very happy" to participate in the bilingual program. Consistent with the student attitude questionnaire results, both the parents of Grade Three students and teachers rated pupil satisfaction very highly; 94.8 and 100 percent, respectively, gave ratings of 4 and 5. The satisfaction of parents, moreover, of Grade One students and the teacher rating of parent satisfaction were very high; 79.6 and 100 percent, respectively,

Table 21

Distribution of Parent, Teacher and Principal Ratings of Objective 4, According to Appropriateness and Satisfaction (in Brackets)*

	N	Inappropriate 1 2 (Very unhappy)	3	Appropriate 4 5 (Very happy)
G1 Parents** Rating of Appropriateness and Satisfaction	43 (44)	0 (4.5)	11.6 (15.9)	88.3 (79.6)
G1 Parents Rating of Pupil Satisfaction	(44)	(2.3)	(20.5)	(77.2)
G2 Parents Rating of Pupil Satisfaction	(36)	(0)	(13.9)	(86.1)
G3 Parents Rating of Pupil Satisfaction	(39)	(0)	(5.1)	(94.8)
Teacher Rating of Appropriateness	7	0	0	100.0
Teacher Rating of Parent Satisfaction	(7)	(0)	(0)	(100.0)
Teacher Rating of Pupil Satisfaction	(7)	(0)	(0)	(100.0)
Principal Rating of Appropriateness	3	0	0	100.0
Principal Rating of Parent Satisfaction	(3)	(0)	(0)	(100.0)
Principal Rating of Pupil Satisfaction	(3)	(0)	(0)	(100.0)

*Expressed as a percentage of total respondents.

**G1, G2 and G3 refer to Grade level.

gave ratings of 4 and 5. Principals also rated parent satisfaction and pupil satisfaction very high; 100 percent gave ratings of 4 and 5.

Effectiveness of Program Operation

Questionnaire data provided information about the effectiveness of the program operation, according to the perceptions of parents, teachers and principals (Appendices A, B and C). On a wide variety of selected issues, the perceptions of parents, teachers and principals were analyzed. The results are presented below.

Instruction time. A large majority of the Grade One parents (81.8 percent) were satisfied with the use of English and Ukrainian for an equal part of the school day. Some parents (11.4 percent) wanted more instruction in Ukrainian, while a small number (6.8 percent) wanted less instruction in Ukrainian. Teachers indicated that instruction in Ukrainian was given for 50 percent or more of the school day.

Ukrainian materials. A clear majority of the Grade One parents (75.6 percent) felt that their children brought home an appropriate number of Ukrainian materials. Twenty percent of the parents, however, felt there were too few Ukrainian materials, while 4.4 percent felt there were too many Ukrainian materials. Only 42.9 percent of the teachers, however, felt that there were enough or too many Ukrainian materials. Most teachers (57.2 percent) felt that there were not sufficient Ukrainian language materials available to them. Of the Ukrainian materials that were available, most teachers (57.2 percent) felt that the materials were very useful.

Special activities. Between 60.0 and 81.1 percent of the Grade One, Two and Three parents felt there were an appropriate number of special activities (field trips, community visitors) so that children could be exposed to Ukrainian culture. Between 18.9 and 40 percent of the parents felt there were too few special activities. Of importance, most parents (between 65.9 and 72.9 percent) felt highly satisfied with the field trips and special activities offered to pupils in the bilingual program.

Parental involvement. A large majority of Grade One, Two and Three parents (between 84.2 and 97.0 percent) felt satisfied with the way they were involved in the school program. A majority of teachers (57.2 percent) felt there was extensive involvement of parents in the activities of the bilingual program, while a larger number of teachers (85.7 percent) felt that parental involvement was very desirable. Principals unanimously (100 percent) felt that there was extensive involvement of parents and that such involvement was very desirable.

School facilities. A majority of the Grade One, Two and Three parents (between 64.2 and 75.7 percent) were satisfied with school facilities (classroom, equipment, library). A small percentage of Grade Two and Three parents (between 5.6 and 8.1 percent) felt that school facilities were very inadequate. A fairly large proportion of teachers (42.9 percent) felt that school facilities were very inadequate, while 28.6 percent of the teachers felt that school facilities were excellent.

School communication. Of the Grade One parents, 47.7 percent felt that they received an adequate amount of information from the school concerning the progress of their children in the Ukrainian language. Of the Grade Two and Three parents, 65.7 percent and 79.5 percent, respectively, felt that they received an adequate amount of information. Some of the Grade One and Two parents (18.1 and 8.6 percent, respectively) felt that the amount of information they received was very inadequate.

Of relevance, a large majority of teachers (85.7 percent) felt that a special report card should be prepared to inform parents about the progress of their children in the Ukrainian language subject areas.

Continuation of the bilingual program. Between 83.3 and 87.2 percent of the Grade One, Two and Three parents felt that the bilingual program should be continued without any modification. Between 11.4 and 16.7 percent of the parents, however, felt that the program should be continued with minor modifications. Only 2.9 percent of the Grade Two parents felt that the program should be continued with major modifications.

On the contrary, only 42.9 percent of the teachers felt that the program should be continued without any modification. A majority of teachers (57.1 percent) felt that the program should be continued with minor modifications. Principals unanimously felt that the program should be continued without any modification.

Consolidation of bilingual classes. A large majority of Grade One, Two and Three parents (between 84.6 and 91.4 percent) felt that bilingual classes should be given in several schools in the System ("as it is now"). Between 2.9 and 12.8 percent of the parents felt that the classes should be consolidated into one or two schools in the System designated as a Ukrainian-English Bilingual School(s).

Continuation through Junior High. Regarding the continuation of the bilingual program, parents were asked to respond to the following question:

> Assuming the Bilingual Program were to continue through Junior High (Grades 7, 8, 9) to what extent would you want instruction offered in Ukrainian?

The parents responded to the question, as indicated in Table 22.

Table 22

Distribution of Parent Responses to Question on Amount of Instruction Time in Ukrainian Preferred in Junior High*

	N	none	25%	50%	75%	100%
Parents (Grade One)	43	2.3	37.2	58.1	2.3	0
Parents (Grade Two)	35	0	51.4	42.9	2.9	2.9
Parents (Grade Three)	39	0	56.4	41.0	2.6	0

*Expressed as a percentage of total respondents.

Table 22 shows that 60.4 percent of the Grade One parents preferred to have Ukrainian taught for 50 percent or more of the time in Junior High, while 39.5 percent of the parents preferred 25 percent of the time or less. Of the Grade Two parents, 48.7 percent preferred to have Ukrainian taught 50 percent or more of the time, while 51.4 percent preferred 25 percent of the time. Of the Grade Three parents, 43.6 percent preferred 50 percent or more of the time, while 56.4 percent preferred 25 percent of the time.

Parents were asked to identify the cultural subject areas they perceived to be appropriate for instruction in Ukrainian at the Junior High level. Table 23 shows the subjects listed in rank order of highest to lowest preference by Grade level.

As indicated in Table 23, the subject areas listed in order of preference of total parents of Grades One, Two and Three students for instruction in Ukrainian in Junior High were as follows: arts and crafts, religion, music, language arts, art, home economics, drama, history, social studies, physical education, geography, and industrial arts. Of importance, three of the subject areas, arts and crafts, music and religion, were considered appropriate for instruction in Ukrainian by a larger number of parents than language arts, which ranked fourth in total number of responses. It is suggested, therefore, that parents may consider cultural objectives, which may be achieved through instruction in Ukrainian, just as important as linguistic objectives at the Junior High level.

Other subject areas rated appropriate for instruction in Ukrainian by more than 50 percent of the total respondents included

Table 23

Ranking and Distribution of Total Parent Responses on Appropriateness of Cultural Subject Areas For Instruction in Ukrainian in Junior High

Subject Areas	Rank Order G1 Parents* N=45	G2 Parents N=36	G3 Parents N=39	Total Responses N=120
Arts and Crafts	1	3	1	100
Music	2	2	3	99
Religion	3	1	2	99
Drama	4	7	7	63
Language Arts	5	5	4	70
Art	6	4	6	68
Home Economics	7	6	5	63
History	8	8	8	52
Social Studies	9	9	9	44
Physical Education	10	10	10	41
Geography	11	12	11	29
Industrial Arts	12	11	12	23

*G1, G2 and G3 refer to Grade level.

art, drama and home economics. Overall, between Grade levels, parents were fairly consistent in rating the appropriateness of cultural subject areas for instruction in Ukrainian in Junior High, as shown in the rank orders.

Parent Advisory Committee. Between 26.5 and 37.5 percent of the parents of Grade One, Two and Three students expressed an interest in participating as members of the Parent Advisory Committee. The majority of parents (between 62.5 and 73.5 percent), however, were not interested in participating. Forty percent of the teachers were interested in acting as school representatives on the Parent Advisory Committee, while 60 percent were not interested.

The majority of parents (between 74.1 and 79.3 percent), however, felt that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each school offering the Ukrainian-English Bilingual Program. Between 20.7 and 25.9 percent of the parents felt it was not necessary for a Parent Ways and Means Committee to meet on a regular basis.

The majority of teachers (85.7 percent) felt that a Parent Ways and Means Committee should meet on a regular basis at each school, while 14.3 percent disagreed. Of the principals, 33.3 percent favored the idea while 66.7 percent were opposed. Those opposed indicated that assistance from parents would be requested, if it were required.

Integration of program within the school. Teachers and principals indicated the degree to which bilingual students felt they were an integral part of the school rather than isolated from other students.

On a five-point scale, teachers and principals unanimously gave ratings of 4 and 5 to indicate students were very well integrated rather than very isolated.

Success of the bilingual program. Teachers and principals rated the success of the bilingual program. On a five-point scale teachers and principals unanimously gave ratings of 4 and 5 to indicate that the bilingual program was very successful rather than very unsuccessful.

Adequacy of Curricular and Instructional Materials

Questionnaire data provided information about the adequacy of curricular and instructional materials, according to the perceptions of teachers.

A need for curricular materials in the following subject areas was identified: language arts (including reading) and social studies. A need for instructional materials in language arts, religion and social studies was also evident, according to the perceptions of teachers. Moreover, teachers suggested that the following types of instructional materials were required: storybooks, pictures, films, tapes, posters, kits, games, slides and workbook exercises.

A majority of teachers (between 83.3 and 100 percent) indicated that their students found the readers very interesting and helpful. They also indicated that students found the readers to be "just right" rather than "too easy" or "too hard." In addition, teachers considered the workbooks very helpful in developing students' reading skills.

Of interest, most teachers (66.7 percent) indicated that they taught their students the written Ukrainian script (cursive) rather than the printed Ukrainian script (33.3 percent).

Inservice Training

Questionnaire data provided information about the need for, and kind of inservice training required, according to the perceptions of teachers. Of the former, teachers unanimously indicated a need for more inservices. Of the latter, teachers ranked the inservices in the following order, proceeding from highest to lowest priority: bilingual teaching strategies (methods), reading, games, teaching Ukrainian songs, religion (Ukrainian Catholic Rite), teaching Ukrainian dancing, and use of audio-visual materials.

Special Administrative Arrangements

Questionnaire data provided information about the need for special administrative arrangements, according to the perceptions of principals. No special facilities (layout of classroom, instructional materials), nor special timetabling or scheduling arrangements were required, according to the perceptions of principals. All principals reported, however, that it was possible to provide resource room assistance to the extent of "one or two students per bilingual class per year" for students experiencing difficulties in reading.

Moreover, principals indicated that competent and well qualified staff were required to maintain an effective bilingual program. As for budgeting, all principals indicated that special budgeting arrangements were required at the school level, although none were actually in effect, at the time of the study.

All principals reported that transportation arrangements were adequate and student enrolment was adequate enough, with one exception, for making up class groupings of a reasonable size. Major problems identified by individual principals included the following: lack of Ukrainian materials, conflict in the planning of out-of-school activities, and low enrolment.

SUMMARY OF PERCEPTIONS OF RELEVANT GROUPS

In general, all relevant groups, parents, teachers and principals, rated the appropriateness of the objectives of the bilingual program very highly. Although the achievement of the objectives was generally rated somewhat lower, for the most part, the ratings were very high, indicating that the objectives of the bilingual program were being met to a large extent, according to the perceptions of parents, teachers and principals.

Parents, teachers and principals generally considered the program operation to be very effective. A majority of the parents expressed satisfaction with the amount of instruction time offered in Ukrainian, the availability of Ukrainian materials and involvement in special activities. Parents were highly satisfied with the way they were involved in the school program, considered school facilities to be satisfactory and, for the most part, felt that school communication was adequate. In addition, a large majority of parents felt that the bilingual program should be continued without any modification and expressed the view that bilingual classes should be given in several schools in the System as opposed to consolidation into one or two schools.

Regarding the continuation of the bilingual program through Junior High, parents were almost equally divided in their responses to a question on the amount of instruction time in Ukrainian they preferred in Junior High; approximately one-half of the parents preferred instruction for 25 percent of the time in Ukrainian while the other half preferred instruction for 50 percent or more of the time in Ukrainian. Parents considered the following subject areas, in order of highest to lowest priority, to be most appropriate for instruction in Ukrainian in Junior High: arts and crafts, religion, music, language arts, art, home economics and drama.

Most parents were not interested in participating on a Parent Advisory Committee, however, the majority of the parents felt that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each school offering the Ukrainian-English Bilingual Program.

Most teachers felt that sufficient Ukrainian language materials were not available. Both teachers and principals indicated that there was extensive involvement of parents in the bilingual program and that such involvement was very desirable. A majority of teachers felt that a special report card should be prepared and that the bilingual program should be continued with minor modifications. Consistent with parent perceptions, a majority of teachers reported that a Parent Ways and Means Committee should meet on a regular basis at each school, while most principals felt that such meetings were not required. Although a fairly large proportion of teachers felt that school facilities were inadequate, both teachers and principals indicated that students were very well integrated in the school program and that the bilingual program was very successful.

Teachers identified a need for both curricular and instructional materials, and indicated that readers and workbooks used in the Ukrainian reading program were very useful for developing reading skills. Moreover, teachers perceived a need for inservice training.

Generally, principals reported that special administrative arrangements were not required at the school level. They indicated, however, that competent and well qualified staff were required to maintain an effective bilingual program and that special budgeting arrangements were required at the school level. Transportation arrangements were considered adequate while student enrolment in two of the three schools, was also considered adequate.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

In this chapter the evaluation of the Ukrainian-English Bilingual Program in the Edmonton Catholic School System, carried out during the 1976-1977 school term, is summarized and the conclusions are presented, followed by a discussion of the implications and suggestions for further research.

SUMMARY OF THE STUDY

The main problem of this study was stated as follows: What are the consequences associated with the implementation and operation of a bilingual program? Three basic questions were identified to determine the consequences of the implementation and operation of the bilingual program:

1. What are the consequences of the bilingual program on pupil academic achievement?
2. What are the consequences of the bilingual program on pupil cultural appreciation?
3. What are the consequences of the bilingual program on the attitudes of relevant groups?

Moreover, an attempt was made to determine the consequences of the bilingual program by addressing the following sub-problems:

1. Pupil Academic Achievement
   - (a) How does the performance of the Ukrainian Bilingual Program students in the English language arts and in mathematics compare with other students in the Edmonton Catholic Schools?
   - (b) What progress have students made in learning Ukrainian language skills over the course of one school year?

2. Cultural Appreciation
   - (a) What is the effect of the program on the students' appreciation of the Ukrainian culture, including their understanding of the Ukrainian Catholic Rite?

3. Attitudes of Relevant Groups
   - (a) To what extent are program objectives perceived to be appropriate by parents, teachers and principals?
   - (b) To what extent are program objectives being achieved, according to the perceptions of parents, teachers and principals?
   - (c) To what extent is the program operation effective, according to the perceptions of parents, teachers and principals?
   - (d) To what extent are curricular and instructional materials considered to be adequate for the program, according to the perceptions of teachers?
   - (e) What kind of inservice training is required, according to the perceptions of teachers?

(f) What are the special administrative arrangements required at the school level for the effective operation of the bilingual program?

To examine the main problem and the sub-problems, a research design was developed similar to the model suggested by Lambert and Tucker (1972) for evaluating French-English bilingual programs. They suggested that information be gathered in order to determine the progress of "experimental" students compared with that of "control" students following a regular program of instruction.

In order to evaluate pupil academic achievement in the Ukrainian-English Bilingual Program, various group administered and individually administered achievement tests were given to experimental and control students. Pupils registered in the Ukrainian-English Bilingual Program in the Edmonton Catholic School System during the 1976-1977 school term at the Grades One, Two and Three levels, made up the experimental groups. A total of 148 students, 47 Grade Three students, 46 Grade Two students, and 55 Grade One students participated in the study. The experimental students were matched with control students on the basis of the following criteria: Grade, sex, age, Primary Mental Ability (PMA) score and socio-economic status (SES) rating. Control students were selected from the regular programs of the three schools which offered the Ukrainian-English Bilingual Program or from the regular programs of nearby schools of relatively similar socio-economic area.

For the purpose of comparing the achievement test score results of the experimental and control groups, t tests for dependent samples were carried out on the results of the following tests: 1) Gates-MacGinitie

Reading Survey, Vocabulary and Comprehension; 2) Science Research Associates (SRA) Arithmetic; and 3) School System Spelling test. A correlated _t_ test was carried out to examine the mean differences between the pre and post test results on the Ukrainian Language Skills test.

In order to examine pupil cultural appreciation, a student attitude questionnaire instrument was developed to obtain information about the attitudes of Grade Three bilingual program students. Furthermore, parent and teacher questionnaires were developed to obtain information about the attitudes of students in the bilingual program.

In order to determine the perceptions of relevant groups toward the bilingual program, parent, teacher and principal questionnaires were developed to examine selected sub-problems. Parents, teachers and principals were asked to evaluate the appropriateness of program objectives. In addition, parents and teachers were asked to rate the degree to which objectives were being achieved. Moreover, the attitudes of relevant groups toward the bilingual program were also examined by obtaining information about the following sub-problems: effectiveness of program operation, adequacy of curricular and instructional materials, inservice training and special administrative arrangements.

CONCLUSIONS

Pupil Academic Achievement

On the basis of testing the research hypotheses, the following conclusions were drawn about pupil academic achievement:

1. The means on the Grade Three Vocabulary and Comprehension tests for the bilingual students were significantly higher than the means for the regular program students. A possible explanation might be that learning a second language as a language of instruction leads to improved vocabulary and comprehension skills in the first language; that is, a transfer of learning may occur in the process of learning a second language. In short, learning a second language may lead to a better understanding of the first language.

No significant differences, however, were evident at the Grade Two and Grade One levels in reading achievement. These results were fairly consistent with the St. Lambert experiment (Lambert and Tucker, 1972), which indicated that students in a French immersion program were generally able to achieve as well as their peers in a regular English program. The results, moreover, were generally consistent with previous evaluation studies of the Ukrainian-English Bilingual Program that examined reading achievement at the Grades One and Two levels.

2. The means on the Grade Two and Grade One SRA Arithmetic tests for the bilingual students were significantly higher than the means for the regular program students. No significant mean difference, however, was evident at the Grade Three level. For the most part, the arithmetic results were not consistent with previous findings. The St. Lambert experiment and previous evaluations of the Ukrainian-English Bilingual Program generally indicated that students achieved as well in mathematics as their peers in a regular English program, but not significantly higher.

3. No significant mean differences were evident on the School System Spelling test results of bilingual students and regular program students at the Grades Two and Three levels.

4. Significant differences between the Ukrainian Language Skills pre and post test results were evident at the Grades One, Two and Three levels. Thus, students made significant progress in acquiring Ukrainian language skills during the school year.

5. A significant correlation was evident between Ukrainian Language Skills pre and post test results at the Grades One, Two and Three levels and the amount of time Ukrainian was spoken at home.

6. No significant correlation was evident between pre and post test achievement in Ukrainian and the attitude ratings on the attitude questionnaires completed by Grade Three bilingual students.

Pupil Cultural Appreciation

The attitudes of Grade Three bilingual students toward Ukrainian language and cultural activities, as measured by the student attitude questionnaire, were highly positive.

Attitudes of Relevant Groups

Parents, teachers and principals rated the appropriateness of the objectives of the bilingual program very highly. For the most part, the achievement of objectives was rated very high, indicating that the objectives of the bilingual program were being met to a large extent, according to the perceptions of parents, teachers and principals.

Furthermore, parents, teachers and principals generally expressed a high degree of satisfaction with the program operation, in responding to a wide variety of selected issues. A need for additional curricular and instructional materials was identified by teachers. Moreover, according to the perceptions of teachers, additional inservice training was required. Principals indicated that no special facilities nor special timetabling arrangements were required, although a need for special budgeting arrangements, at the school level, was identified.

IMPLICATIONS

The results of this study suggested several implications:

1. Research results carried out since the important study by Peal and Lambert (1962) have indicated generally that the consequences of bilingualism are largely positive, that balanced bilinguals score as high or better on measures of non-verbal and verbal ability, divergent thinking, cognitive flexibility and academic achievement as do monolinguals. The results of this study were consistent with recent studies. The implementation and operation of the bilingual program at the elementary level led to positive consequences in pupil academic achievement. The bilingual students achieved as well or better, in some instances, than students in the regular program.

The results suggest, therefore, that participation in a bilingual program does not hinder student academic progress in the first language of instruction. Moreover, the results indicate that students can make significant progress in learning a second language at the elementary level.

2. The St. Lambert study (Lambert and Tucker, 1972) and subsequent studies by Edwards (1976), Barik and Swain (1976), indicated that students in total French immersion programs generally had very positive attitudes toward learning French. Studies of partial French immersion programs showed similar results. To date, studies of Ukrainian-English bilingual programs have indicated that students generally have positive attitudes toward learning Ukrainian. The results of this study are consistent with previous findings. The implementation and operation of the bilingual program at the elementary level led to the development of positive attitudes toward the Ukrainian language and culture, according to the perceptions of parents and teachers. Moreover, on a measure of the attitudes of Grade Three bilingual students toward Ukrainian language and cultural activities, student questionnaire results were highly positive.

No significant correlation, however, was evident between achievement in Ukrainian and the attitude ratings on the student attitude questionnaire. A possible explanation might be the weakness of the attitude questionnaire in discriminating between degrees of difference in student attitudes. Although the student questionnaire results provided information about the reaction of individual students to specific items, the results did not show the degree to which students responded positively or negatively. Future studies, perhaps, should give consideration to determining to some extent the degree of "positiveness" or "negativeness" of the responses of students to attitudinal questions.

Overall, the results of this study suggest that participation in a bilingual program may have a positive effect on pupil cultural appreciation, and that students may develop a positive attitude toward their cultural heritage, while learning a second language as a language of instruction at the elementary level.

3. A study of the Ukrainian-English bilingual program by Muller, et al., (1977) reported that several variables including intelligence, readiness skills and family background, especially mother's fluency, were found to be positively correlated with Ukrainian language skills test score results. Although this study did not examine all of the aforementioned variables, it was found that a significant correlation was evident between Ukrainian language skills test score results and the amount of time Ukrainian was spoken at home.

A fairly high positive relationship, thus, between achievement in Ukrainian and the amount of time Ukrainian was spoken at home was evident. The implication is suggested, therefore, that parents, teachers and principals should consider ways in which they may be able to assist in helping the bilingual student become more proficient in both languages.

4. The results of the study, based on the perceptions of relevant groups suggest several major implications of an administrative nature. Firstly, parents expressed an interest in the continuation of the bilingual program through Junior High. Careful consideration and planning may thus be required to examine the feasibility of implementing a program appropriate to the Junior High level. Consideration will

need to be given to the following administrative areas: selection of a school(s), selection of staff, development of appropriate timetabling and scheduling practices, budgeting, parental involvement and the role of community organizations and agencies, and the need for adequate support services, such as publicity and transportation.

Secondly, teachers identified a need for more curricular and instructional materials and inservice training. Ways to facilitate the development of curricular and instructional materials, therefore, and the planning of appropriate inservice training will need to be proposed.

Thirdly, a major implication to be drawn from the examination of school administrative practices is that special budgeting arrangements are required at the school level for the effective operation of the bilingual program.

SUGGESTIONS FOR FURTHER RESEARCH

This study has examined the consequences associated with the implementation and operation of a bilingual program. Further examination of some of the basic issues is suggested below.

1. In examining early studies comparing the IQ scores of monolinguals and bilinguals, Peal and Lambert (1962) identified a need for controlling the "degree of bilinguality" of bilingual students. Further studies of the academic progress of bilingual program students relative to the progress of monolinguals might also take into account the degree of bilinguality of students, that is, the extent to which the students are "balanced" bilinguals. Moreover, studies might be carried out to

compare the progress of students learning a second language as a "language of instruction" in a bilingual program with the progress of students learning a second language in a "traditional" second language program.

2. For this study, a student attitude questionnaire was constructed to measure the attitudes of Grade Three students toward the bilingual program. As a result of this study, further refinement of student attitude questionnaires is suggested in order to determine the degree of "positiveness" or "negativeness" of a student's response to a particular test item.

3. The subjects who participated in this study were in Grades One, Two and Three. As a result of the findings, further questions were raised. What are the consequences of a bilingual program on the academic achievement, cultural appreciation, and attitudes of older children? In more specific terms, what are the consequences of the implementation and operation of a bilingual program at the upper elementary and Junior High levels?

4. Lastly, this study attempted to determine whether or not special administrative arrangements were required at the school level for the effective operation of the bilingual program. Further studies might attempt to identify the most effective administrative practices that need to be adopted at both the school and school system level for the implementation and operation of a successful bilingual program.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alberta Education. "Draft Copy of the Program of Studies, Ukrainian-English Bilingual Program," 1976.

Andersson, T. and M. Boyer. *Bilingual Schooling in the United States.* Vol. 1, Austin: Southwest Educational Development Laboratory, 1970.

Bain, B.C. "Bilingualism and Cognition: Towards a General Theory," in *Bilingualism, Biculturalism and Education*. ed. S. Carey, (Proceedings from the Conference at College Universitaire Saint-Jean, The University of Alberta, 1974).

Barik, H. and M. Swain. "Three-year Evaluation of a Large Scale Early Grade French Immersion Program: the Ottawa Study," *Language Learning*, No. 25, 1975.

________. "Primary-Grade French Immersion in a Unilingual English-Canadian Setting: The Toronto Study through Grade 2," *Canadian Journal of Education*, Vol. 1, No. 1, 1976a.

________. "Update on French Immersion: the Toronto Study through Grade 3," *Canadian Journal of Education*, Vol. 1, No. 4, 1976b.

Barik, H.C., M. Swain and E. Nowanunobi. "English-French Bilingual Education: The Elgin Study through Grade Five," *The Canadian Modern Language Review*, Vol. 33, No. 4, 1977.

Bilingual Program (Ukrainian-English) Evaluation. Edmonton Public School Board. 1975.

Buckby, M. "Is Primary French in the Balance?" *The Modern Language Journal*, Vol. 15, No. 7, 1976.

Burstall, C., M. Jamieson, S. Cohen and M. Hargreaves. *Primary French in the Balance*. Windsor: NFER 1974.

Campbell, D.T. and J.C. Stanley. *Experimental and Quasi-Experimental Design for Research*. Chicago: Rand McNally, 1972.

Carringer, D.C. "Creative Thinking Abilities of Mexican Youth: The Relationship of Bilingualism," *Journal of Cross-Cultural Psychology*, No. 5, 1974.

Carroll, J.B. "Research Problems Concerning the Teaching of Foreign or Second Languages to Younger Children," in *Foreign Languages in Primary Education: the Teaching of Foreign Languages to Younger Children*, ed. H.H. Stern, (Hamburg: UNESCO Institute of Education, 1963). Cited by Gaarder.

Cummins, J. "Bilingualism and Cognitive Representation," Unpublished Ph.D. Dissertation, University of Alberta, 1974.

________. "The Influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses," Working Papers on Bilingualism No. 9, April, 1976.

Cummins, J. and M. Gulutsan. "Some Effects of Bilingualism on Cognitive Functioning," in Bilingualism, Biculturalism and Education, ed. S. Carey, (Proceedings from the Conference at College Universitaire Saint-Jean, The University of Alberta, 1974a).

________. "Bilingual Education and Cognition," Alberta Journal of Educational Research, No. 5, 1974b.

________. "Set, Objectification and Second Language Learning," International Journal of Psychology, No. 10, 1975.

Darcy, N.T. "A Review of the Literature on the Effects of Bilingualism upon the Measurement of Intelligence," Journal of Genetic Psychology, 1953.

Diebold, A.R. "The Consequences of Early Bilingualism in Cognitive Development and Personality Formation," in The Study of Personality. eds. E. Norbeck, D. Price-Williams and W.M. McCord, New York: Holt, Rinehart and Winston, 1968.

Edwards, H.P. "Evaluation of the French Immersion Program Offered by the Ottawa Roman Catholic Separate School Board," The Canadian Modern Language Review, Vol. 33, No. 2, 1976.

Edwards, H.P. and F. Smyth. "Alternatives to Early Immersion Programs for the Acquisition of French as a Second Language," The Canadian Modern Language Review, Vol. 32, No. 5, 1976.

Engle, P.L. "Language Medium in Early School Years for Minority Language Groups," Review of Educational Research, No. 45, 1975.

Evaluation of the Bilingual (English-French) Program. Edmonton Public School Board. 1976.

Evaluation of the Bilingual (English-Ukrainian) Program. Edmonton Public School Board. 1976.

Ewanyshyn, E. Evaluation of the Ukrainian-English Bilingual Program. Edmonton Catholic School System. 1976.

Fishman, J. "Bilingual Sequences at the Societal Level," in On Teaching English to Speakers of Other Languages. Series 2. ed. C.J. Kreidler, (Champaign, Ill.: National Council of Teachers of English, 1966). Cited by Gaarder.

Fishman, J.A. Review of "Bilingualism and Primary Education" by John Macnamara. *Irish Journal of Education*, No. 1, 1967.

Gaarder, A.B. "Organization of the Bilingual School," *Journal of Social Issues*, Vol. 23, No. 2, 1967.

Ianco-Worrall, A. "Bilingualism and Cognitive Development," *Child Development*, No. 43, 1972.

Jensen, J.V. "Effects of Childhood Bilingualism," *Elementary English*, No. 39, 1962.

Lambert, W.E. "Culture and Language as Factors in Learning and Education," in *Education of Immigrant Students*. ed. A. Wolfgang, Toronto: Ontario Institute for Studies in Education, 1975.

Lambert, W.E. and E. Anisfeld. "A Note on the Relation of Bilingualism and Intelligence," *Canadian Journal of Behavioural Science*, No. 1, 1969.

Lambert, W.E. and G.R. Tucker. *Bilingual Education of Children: The St. Lambert Experiment*. Rowley: Newbury House, 1972.

Lamoureux, P. and J. Jones. "Cooperation for Bilingualism in Education: the Federal-Provincial Program," *Alberta Modern Language Journal*, Vol. 15, No. 3, Spring 1977.

Landry, R.G. "A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level," *Modern Language Journal*, No. 58, 1974.

Leopold, W.F. *Speech Development of a Bilingual Child*. Vol. 3, Evanston: Northwestern University Press, 1949.

Liedke, W.W. and L.D. Nelson. "Concept Formation and Bilingualism," *Alberta Journal of Educational Research*, No. 14, 1968.

Mackey, W.F. *Bilingual Education in a Binational School*. Rowley: Newbury House, 1971. Cited by Cummins.

Macnamara, J. *Bilingualism and Primary Education*. Edinburgh: Edinburgh University Press, 1966.

________. "The Effects of Instruction in a Weaker Language," *Journal of Social Issues*, No. 23, 1967.

________. "Bilingualism and Thought," in *Bilingualism and Language Contact: Anthropological, Linguistic, Psychological and Sociological Aspects*. ed. J.E. Alatis, (Report on the Twenty-first Annual Round-Table Meeting. Monograph Series on Languages and Linguistics. Washington, D.C.: Georgetown University, 1970).

Muller, L.J., W.J. Penner, T.A. Blowers, J.P. Jones, and H. Mosychuk. "Evaluation of a Bilingual (English-Ukrainian) Program," The Canadian Modern Language Review, Vol. 33, No. 4, 1977.

Peal, E. and W. Lambert. "The Relation of Bilingualism to Intelligence," Psychological Monographs, No. 76, 1962.

Pineo, P.C. and J. Porter. "Occupational Prestige in Canada," The Canadian Review of Sociology and Anthropology, Vol. 4, No. 1, 1967.

Popham, W.J. and K.A. Sirotnik. Educational Statistics: Use and Interpretation. New York: Harper and Row, 1973.

Royal Commission on Bilingualism and Biculturalism, Book IV, Ottawa: Queen's Printer, 1969.

The School Act, Edmonton: Queen's Printer, 1977.

Tomko, T. Ukrainian-English Bilingual Evaluation. Edmonton Catholic School Board. 1975.

Tucker, G.R., W.E. Lambert and A. d'Anglejan. "Are French Immersion Programs Suitable for Working Class Children? A Pilot Investigation," Language Sciences, No. 25, 1973.

Yuzyk, P. "Canada: A Multicultural Nation," Canadian Slavonic Papers, Vol. 7, 1965.

APPENDIX A

PARENT QUESTIONNAIRES

UKRAINIAN-ENGLISH BILINGUAL PROGRAM

PARENT QUESTIONNAIRE

GRADE ONE

4 4 4 4

NAME OF CHILD IN PROGRAM ______________________________

INSTRUCTIONS

In questions which use a rating scale, please circle the number on the scale which most accurately describes your response.

Example: 1 2 [✓ 3] 4 5

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

The purpose of this section is to evaluate the objectives of the Ukrainian-English Bilingual Program.

Objective 1

> The pupils will follow the English language curriculum in language arts, mathematics and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

16

	1	2	3	4	5	Tn
percent	0	0	7.0	32.6	60.5	
n=	0	0	3	14	26	43

2. Do you feel the objective is being achieved by your child?

Not achieved — Achieved

17

	1	2	3	4	5	Tn
percent	2.3	2.3	18.6	39.5	37.2	
n=	1	1	8	17	16	43

Objective 2

> The pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education and health in the Ukrainian language.

3. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

18

	1	2	3	4	5	Tn
percent	0	0	9.3	25.6	65.1	
n=	0	0	4	11	28	43

4. Do you feel the objective is being achieved by your child?

Not achieved — Achieved

	1	2	3	4	5	Tn
percent	0	9.8	29.3	34.1	26.8	
n=	0	4	12	14	11	41

19

Objective 3

Pupils will develop an appreciation of Ukrainian culture.

5. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	0	6.8	11.4	81.8	
n=	0	0	3	5	36	44

20

6. Do you feel your child's appreciation of Ukrainian culture has changed as a result of being in the Bilingual Program?

Negative Change — No change — Positive Change

	1	2	3	4	5	Tn
percent	0	2.2	13.3	48.9	35.6	
n=	0	1	6	22	16	45

21

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Ukrainian Music (singing, dancing)

7. Inappropriate — Appropriate

	1	2	3	4	5	Tn
percent	0	4.4	8.9	22.2	64.4	
n=	0	2	4	10	29	45

22

8. Not achieved — Achieved

23

	1	2	3	4	5	Tn
percent	2.4	4.8	26.2	35.7	31.0	
n=	1	2	11	15	13	42

Ukrainian Art (including embroidery, Easter egg writing

9. Inappropriate — Appropriate

24

	1	2	3	4	5	Tn
percent	2.2	4.4	11.1	26.7	55.6	
n=	1	2	5	12	25	45

10. Not achieved — Achieved

25

	1	2	3	4	5	Tn
percent	2.3	6.8	25.0	47.7	18.2	
n=	1	3	11	21	8	44

Religion (Ukrainian traditions, celebrations at Christmas and Easter

11. Inappropriate — Appropriate

26

	1	2	3	4	5	Tn
percent	0	0	4.7	16.3	79.1	
n=	0	0	2	7	34	43

12. Not achieved — Achieved

27

	1	2	3	4	5	Tn
percent	0	2.4	11.9	31.0	54.8	
n=	0	1	5	13	23	42

Social Studies (study of early Ukrainian settlers in Canada)

13. Inappropriate — Appropriate

28

	1	2	3	4	5	Tn
percent	2.3	4.5	15.9	20.5	56.8	
n=	1	2	7	9	25	44

14. Not achieved — Achieved 29

	1	2	3	4	5	Tn
percent	22.5	15.0	35.0	20.0	7.5	
n=	9	6	14	8	3	40

Social Studies (references to Ukraine as the country of origin of Ukrainian people e.g. customs, traditions, language)

15. Inappropriate — Appropriate 30

	1	2	3	4	5	Tn
percent	2.3	4.7	16.3	14.0	62.8	
n=	1	2	7	6	27	43

16. Not achieved — Achieved 31

	1	2	3	4	5	Tn
percent	12.8	12.8	38.5	25.6	10.3	
n=	5	5	15	10	4	39

Ukrainian Literature (poems, verses, folklore)

17. Inappropriate — Appropriate 32

	1	2	3	4	5	Tn
percent	0	4.8	7.1	23.8	64.3	
n=	0	2	3	10	27	42

18. Not achieved — Achieved 33

	1	2	3	4	5	Tn
percent	10.3	17.9	23.1	23.2	20.5	
n=	4	7	9	11	8	39

19. Other areas of cultural appreciation (please specify)

____

____

____

Objective 4

The pupils and their parents will have positive feelings about the participation of the pupils in the program.

20. Do you feel this is an appropriate objective for the Bilingual Program?

Inappropriate ... Appropriate

	1	2	3	4	5	Tn
percent	0	0	11.6	20.9	67.4	
n=	0	0	5	9	29	43

____34

21. How do you, as a parent(s), feel about your child's participation in the Bilingual Program?

Very unhappy ... Very happy

	1	2	3	4	5	Tn
percent	0	4.5	15.9	20.5	59.1	
n=	0	2	7	9	26	44

____35

22. How does your child feel about his/her participation in the Bilingual Program?

Very unhappy ... Very happy

	1	2	3	4	5	Tn
percent	0	2.3	20.5	29.5	47.7	
n=	0	1	9	13	21	44

____36

23. Comments or questions related to Objective 4.

____

____

____

____

____

____

B. OPERATION OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

24. In the Grade One Bilingual Program approximately 50% of the instructional time is now in Ukrainian and 50% of the time is in English.

Do you wish (Please check,✓)

n	%	
3	6.8	less instruction to be in Ukrainian
36	81.8	things to continue as they are
5	11.4	more instruction to be in Ukrainian
44		Tn

____37

25. Of the school work (e.g. art work, projects) which your child brings home, are there

n	%	
9	20.0	too few Ukrainian materials?
34	75.6	an appropriate number of Ukrainian materials?
2	4.4	too many Ukrainian materials?
45		Tn

____38

26. Special activities (e.g. field trips, community visitors) were arranged so that children could be exposed to Ukrainian culture. Do you feel there was an appropriate number of special actvities?

n	%	
11	26.2	too few
30	71.4	the right amount
1	2.4	too many
42		Tn

____39

27. What are your feelings concerning the field trips and special activities which have been offered to the pupils in the Bilingual Program?

	Low satisfaction				High satisfaction	
	1	2	3	4	5	Tn
percent	6.8	4.5	22.7	43.2	22.7	
n=	3	2	10	19	10	44

____40

28. Suggestions for future field trips:

29. Are you satisfied with the way you were involved in the school program?

n %

32 84.2 yes

6 15.8 no

38 Tn ___41

30. Do you feel the school facilities (e.g. classroom, equipment, library) available to the pupils in the Bilingual Program are ___42

	Very inadequate 1	2	3	4	Very adequate 5	Tn
percent	0	0	35.7	45.2	19	
n=	0	0	15	19	8	42

31. Has the amount of information you have received from the school concerning the progress of your child in the Ukrainian language been ___43

	Very inadequate 1	2	3	4	Very adequate 5	Tn
percent	4.5	13.6	34.1	29.5	18.2	
n=	2	6	15	13	8	44

32. Would you like to see the Bilingual Program

n %

35 83.3 continued as it is?

7 16.7 continued with minor modifications? (please state what changes you think should be made)

0 0 continued with major modifications? (please state what changes you think should be made

42 Tn ___44

8.

33. Please make any additional comments you wish regarding the Bilingual Program.

34. Assuming that it were possible, do you feel that the Bilingual classes should

n	%	
4	9.1	be consolidated into one or two schools in the System designated as a Ukrainian-English Bilingual School(s)?
39	38.6	continue to be given in several schools in the System (as it is now)
1	2.3	other (please specify)
44		Tn

___45

35. Assuming the Bilingual Program were to continue through Junior High (Grades 7, 8, 9) to what extent would you want instruction offered in Ukrainian?

n	%	
1	2.3	none at all
16	37.2	approximately 25% of the time
25	58.1	approximately 50% of the time
1	2.3	approximately 75% of the time
0	0	all the time
43		Tn

___46

36. Please check all the cultural subject areas you feel would be appropriate to instruction in Ukrainian at the Junior High Level.

n	%		
25	55.6	Art	____47
38	34.4	Arts and Crafts	____48
31	68.9	Drama	____49
____	____	Health	
11	24.4	Geography	____50
20	44.4	History	____51
23	51.1	Home Economics	____52
7	15.6	Industrial Arts	____53
29	64.4	Language Arts (reading, literature, grammar)	____54
37	32.2	Music	____55
17	37.8	Physical Education	____56
36	30.0	Religion (Ukrainian Catholic Rite)	____57
19	42.2	Social Studies	____58
45		Tn	

C. FAMILY BACKGROUND

37. What is the ancestral or ethnic origin of the child's father? (e.g. Ukrainian, German-Irish)

____ ____59

38. What is the ancestral or ethnic origin of the child's mother?

____ ____60

39. What is the religion of the child's father

n	%		
1	2.2	Protestant	
10	22.2	Roman Catholic	
29	64.4	Ukrainian Catholic	
5	11.1	Ukrainian Orthodox	
0	0	None of the above	
45		Tn	61

40. What is the religion of the child's mother?

n	%		
1	2.2	Protestant	
9	20.0	Roman Catholic	
28	62.2	Ukrainian Catholic	
7	15.6	Ukrainian Orthodox	
0	0	None of the above	
45		Tn	62

41. What is the occupation of the major wage earner in your family?
(Please include place of work)

42. To what extent can the mother speak Ukrainian?

Not at all — Can express most ideas fluently

	1	2	3	4	5	Tn
percent	15.6	26.7	17.3	15.6	24.4	
n=	7	12	8	7	11	45

____63

43. To what extent can the mother read Ukrainian?

Not at all — Can read most books easily

	1	2	3	4	5	Tn
percent	43.2	13.6	15.9	9.1	18.2	
n=	19	6	7	4	8	44

____64

44. To what extent can the mother write in Ukrainian?

Not at all — Can express most ideas easily

	1	2	3	4	5	Tn
percent	55.6	8.9	13.3	2.2	20.0	
n=	25	4	6	1	9	45

____65

45. To what extent can the father speak Ukrainian?

Not at all — Can express most ideas fluently

	1	2	3	4	5	Tn
percent	11.4	11.4	9.1	22.7	45.5	
n=	5	5	4	10	20	44

____66

46. To what extent can the father read Ukrainian?

Not at all — Can read most books easily

	1	2	3	4	5	Tn
percent	40.9	11.4	6.8	15.9	25.0	
n=	18	5	3	7	11	44

____67

47. To what extent can the father write in Ukrainian?

Not at all — Can express most ideas easily

	1	2	3	4	5	Tn
percent	47.7	9.1	11.4	11.4	20.5	
n=	21	4	5	5	9	44

____68

48. What was the last grade at school the mother completed? (List any training taken since High School)

____ ____69

____

49. What was the last grade at school the father completed? (List any training taken since High School)

____ ____70

____

50. How much Ukrainian is spoken in the home?

n	%	
3	6.7	none at all
31	68.9	on occasion
4	8.9	about 50% of the time
1	2.2	about 75% of the time
4	8.9	all the time
45		Tn

____71

51. Languages spoken other than English or Ukrainian?

____________________ (by the mother) ____________________ (by the father) ____72

52. Did your child learn Ukrainian while attending one of the following programs before starting Grade 1 in the Ukrainian-English Bilingual Program? (Please check one or more of the following)

n	%	
18	46.2	Ukrainian Kindergarten (Catholic School System)
2	5.1	Ukrainian Kindergarten (Public School System)
4	10.3	Ukrainian Parish Play School (sadochok)
0	0	Ukrainian Saturday class
8	20.5	Other (please specify)
7	17.9	(2 or more checked off)
39		Tn

____73

D. PARENT ADVISORY COMMITTEE

53. Do you know of at least one parent who is a member of the Parent Advisory Committee (PAC) to the Ukrainian-English Bilingual Program?

n	%	
27	62.8	yes
16	37.2	no
43		Tn

____74

54. Check the items that you feel are appropriate to the role of the Parent Advisory Committee:

____to become familiar with the Ukrainian Bilingual Program offered in the Edmonton Catholic Schools

____to assist in communicating the content and intent of the program to other parents

____to provide recommendations to Curriculum Committees regarding revisions of the existing program

____to provide advice regarding the resources necessary for providing an effective Bilingual Program

____to make certain that one or more Ukrainian organizations assume responsibility for raising funds in excess of government grants required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools

____to act as a liaison with Ukrainian Bishops and Clergy, with Ukrainian Catholic Organizations, with the Ukrainian Bilingual Association and other groups, particularly in matters concerning the Bilingual Program

____Other (please specify)

____

55. Please make any other comments you wish about the role of the Parent Advisory Committee.

____

____

____

56. Would you be interested in participating as a member of the Parent Advisory Committee sometime in the future?

n	%	
9	26.5	yes
25	73.5	no
34		Tn

____75

57. Do you feel that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each school offering the Ukrainian-English Bilingual Program.

n	%	
21	77.8	yes
6	22.2	no
27		Tn

____76

58. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?

____

____

____

E. CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS

During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for adults.

59. Are you interested in taking beginning classes in Ukrainian next fall?

n	%	
17	43.6	definitely no
11	28.2	yes, if the time and location are convenient
1	2.5	definitely yes
9	23.1	do not know
39		Tn

____77

60. Are you interested in taking intermediate classes in Ukrainian next fall?

n	%	
16	47.1	definitely no
11	32.4	yes, if the time and location are convenient
0	0	definitely yes
6	17.6	do not know
34		Tn

____78

UKRAINIAN-ENGLISH BILINGUAL PROGRAM

PARENT QUESTIONNAIRE

GRADE TWO

NAME OF CHILD IN PROGRAM ______________________________

INSTRUCTIONS

In questions which use a rating scale, please circle the number on the scale which most accurately describes your response.

Example: 1 2 3 [✓ 4] 5

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

1. How do you, as a parent(s), feel about your child's progress this year in the regular English program subjects of language arts, mathematics and science?

	Very dissatisfied				Very satisfied	
	1	2	3	4	5	Tn
percent	0	2.8	11.1	50.0	36.1	
n=	0	1	4	18	13	36

____14

2. How do you, as a parent(s), feel about your child's progress this year in the Ukrainian program subjects?

	Very dissatisfied				Very satisfied	
	1	2	3	4	5	Tn
percent	0	0	11.1	50.0	38.9	
n=	0	0	4	18	14	36

____15

3. How do you feel about your child's progress this year in understanding spoken Ukrainian?

	Very dissatisfied				Very satisfied	
	1	2	3	4	5	Tn
percent	0	0	27.8	44.4	27.8	
n=	0	0	10	16	10	36

____16

4. How do you feel about your child's progress this year in speaking Ukrainian?

	Very dissatisfied				Very satisfied	
	1	2	3	4	5	Tn
percent	0	2.8	30.6	41.7	25.0	
n=	0	1	11	15	9	36

____17

5. How do you feel about your child's progress this year in reading Ukrainian?

	Very dissatisfied				Very satisfied	
	1	2	3	4	5	Tn
percent	0	0	11.1	52.8	36.1	
n=	0	0	4	19	13	36

____18

6. How do you feel about your child's progress this year in writing Ukrainian?

	Very dissatisfied				Very satisfied	
	1	2	3	4	5	Tn
percent	0	0	19.4	55.6	25.0	
n=	0	0	7	20	9	36

____19

7. How does your child feel about his/her participation in the Bilingual Program?

	Very dissatisfied				Very satisfied	
	1	2	3	4	5	Tn
percent	0	0	13.9	44.4	41.7	
n=	0	0	5	16	15	36

____20

8. To what extent do you feel your child's appreciation of Ukrainian culture has changed as a result of being in the Bilingual Program this year?

	Negative change		No change		Positive change	
	1	2	3	4	5	Tn
percent	0	0	6.1	48.5	45.5	
n=	0	0	2	16	15	33

____21

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Ukrainian music (singing, dancing)

9.

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	2,8	8.3	44.4	44.4	
n=	0	1	3	16	16	36

____22

10.

	Not achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	2.8	22.2	44.4	30.6	
n=	0	1	8	16	11	36

____23

Ukrainian Art (including embroidery, Easter egg writing)

11. Inappropriate … Appropriate 24

	1	2	3	4	5	Tn
percent	0	0	27.8	33.3	38.9	
n=	0	0	10	12	14	36

12. Not achieved … Achieved 25

	1	2	3	4	5	Tn
percent	0	2.9	31.4	42.9	22.9	
n=	0	1	11	15	8	35

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

13. Inappropriate … Appropriate 26

	1	2	3	4	5	Tn
percent	0	0	2.9	28.6	68.6	
n=	0	0	1	10	24	35

14. Not achieved … Achieved 27

	1	2	3	4	5	Tn
percent	0	0	8.3	33.3	58.3	
n=	0	0	3	12	21	36

Social Studies (study of early Ukrainian settlers in Canada)

15. Inappropriate … Appropriate 28

	1	2	3	4	5	Tn
percent	3.1	9.4	18.8	46.9	21.9	
n=	1	3	6	15	7	32

16. Not achieved … Achieved 29

	1	2	3	4	5	Tn
percent	6.5	16.1	35.5	29.0	12.9	
n=	2	5	11	9	4	31

Social Studies (reference to Ukraine as the country of origin of Ukrainian people - customs, traditions, language)

17. Inappropriate Appropriate ___30

	1	2	3	4	5	Tn
percent	0	6.1	27.3	30.3	36.4	
n=	0	2	9	10	12	33

18. Not achieved Achieved ___31

	1	2	3	4	5	Tn
percent	3.0	6.1	39.4	30.3	21.2	
n=	1	2	13	10	7	33

Ukrainian Literature (poems, verses, folklore)

19. Inappropriate Appropriate ___32

	1	2	3	4	5	Tn
percent	2.9	2.9	20.0	34.3	40.0	
n=	1	1	7	12	14	35

20. Not achieved Achieved ___33

	1	2	3	4	5	Tn
percent	5.7	2.9	28.6	40.0	22.9	
n=	2	1	10	14	8	35

21. Other areas of cultural appreciation (please specify)

____

____

____

B. OPERATION OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

22. Special activities (e.g. fieldtrips, community visitors) were arranged so that children could be exposed to Ukrainian culture. Do you feel there was an appropriate number of special activities?

n	%	
14	40.0	too few
21	60.0	the right amount
0	0	too many
35		Tn

___39

23. What are your feelings concerning the field trips and special activities which have been offered to the pupils in the Bilingual Program?

Low satisfaction — High Satisfaction

	1	2	3	4	5	Tn
percent	2.8	11.1	19.4	50.0	16.7	
n=	1	4	7	18	6	36

___40

24. Suggestions for future field trips:

25. Are you satisfied with the way you were involved in the school program?

n	%	
32	97.0	yes
1	3.0	no
33		Tn

___41

26. In what ways would you like to be involved in the school program?

27. Do you feel the school facilities (e.g. classroom, equipment, library) available to the pupils in the Bilingual Program are

	Very Inadequate 1	2	3	4	Very Adequate 5	Tn
percent	0	5.6	19.4	55.6	19.4	
n=	0	2	7	20	7	36

____42

28. Has the amount of information you have received from the school concerning the progress of your child in the Ukrainian language program been

	Very Inadequate 1	2	3	4	Very Adequate 5	Tn
percent	0	8.6	25.7	37.1	28.6	
n=	0	3	9	13	10	35

____43

29. Would you like to see the Bilingual Program

n	%	
30	85.7	continued as it is?
4	11.4	continued with minor modifications? (please state what changes you think should be made)
1	2.9	continued with major modifications? (please state what changes you think should be made)
35		Tn

____44

30. Please make any additional comments you wish regarding the Bilingual Program

31. Assuming that it were possible, do you feel that the Bilingual classes should

n	%		
1	2.9	be consolidated into one or two schools in the System designated as a Ukrainian-English Bilingual School(s)?	
32	91.4	continue to be given in several schools in the System (as it is now)	
2	5.8	other (please specify)	
35		Tn	____45

32. Assuming the Bilingual Program were to continue through Junior High (Grades 7, 8, 9) to what extent would you want instruction offered in Ukrainian?

n	%		
0	0	none at all	
18	51.4	approximately 25% of the time	
15	42.9	approximately 50% of the time	
1	2.9	approximately 75% of the time	
1	2.9	all the time	
35		Tn	____46

33. Please check all the cultural subject areas you feel would be appropriate to instruction in Ukrainian at the Junior High level.

n	%		
23	63.9	Art	____47
28	77.8	Arts and Crafts	____48
12	33.3	Drama	____49
7	19.4	Geography	____50
12	33.3	History	____51
17	47.2	Home Economics	____52
8	22.2	Industrial Arts	____53

18	50.0	Language Arts (reading, literature, grammar)	___54
29	80.6	Music	___55
10	27.8	Physical Education	___56
30	83.3	Religion (Ukrainian Catholic Rite)	___57
10	27.8	Social Studies	___58
___	___	Health	
36		Tn	

C. FAMILY BACKGROUND

34. What is the occupation of the major wage earner in your family? (please include place of work).

____

35. What was the last grade at school the mother completed? (List any training taken since High School).

____

____ ___69

36. What was the last grade at school the father completed? (List any training taken since High School).

____

____ ___70

37. How much Ukrainian is spoken in the home?

n	%		
8	22.2	none at all	
21	58.3	on occasion	
4	11.1	about 50% of the time	
1	2.8	about 75% of the time	
2	5.6	all the time	
36		Tn	___71

38. Language spoken other than English or Ukrainian

_______________ (by the mother) _______________ (by the father)

____72

39. Did your child learn Ukrainian while attending one of the following programs?

n	%	
4	14.3	Ukrainian Kindergarten (Catholic School System)
3	10.7	Ukrainian Kindergarten (Public School System)
6	21.4	Ukrainian Parish Play School (sadochok)
6	21.4	Ukrainian Saturday class
9	32.1	Other (please specify)
28		Tn

____73

D. PARENT ADVISORY COMMITTEE

40. Do you know of at least one parent who is a member of the Parent Advisory Committee (PAC) to the Ukrainian-English Bilingual Program?

n	%	
27	75.0	yes
9	25.0	no
36		Tn

____74

41. Check the items you feel are appropriate to the role of the Parent Advisory Committee

____to become familiar with the Ukrainian Bilingual Program offered in the Edmonton Catholic Schools

____to assist in communicating the content and intent of the program to other parents

____to provide recommendations to Curriculum Committees regarding revisions of the existing program

____to provide advice regarding the resources necessary for providing an effective Bilingual Program ____to make certain that one or more Ukrainian organizations assume responsibility for raising funds in excess of government grants required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools

____to act as a liaison with Ukrainian Bishop and Clergy, with Ukrainian Catholic Organizations, with the Ukrainian Bilingual Association and other groups, particularly in matters concerning the Bilingual Program

____Other (please specify)

42. Please make any other comments you wish about the role of the Parent Advisory Committee

43. Would you be interested in participating as a member of the Parent Advisory Committee sometime in the future?

n	%	
12	37.5	yes
20	62.5	no
32		Tn

____75

44. Do you feel that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each School offering the Ukrainian-English Bilingual Program.

n	%	
20	74.1	yes
7	25.9	no
27		Tn

____76

45. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?

E. CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS

During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for Adults.

46. Are you interested in taking beginning classes in Ukrainian next fall?

n	%	
11	31.4	definitely no
16	45.7	yes, if the time and location are convenient
1	2.9	definitely yes
7	20.0	do not know
35		Tn

___77

47. Are you interested in taking intermediate classes in Ukrainian next fall?

n	%	
17	56.7	definitely no
5	16.7	yes, if the time and location are convenient
1	3.3	definitely yes
7	23.3	do not know
30		Tn

___78

UKRAINIAN-ENGLISH BILINGUAL PROGRAM
PARENT QUESTIONNAIRE
GRADE THREE

NAME OF CHILD IN PROGRAM ______________________________

INSTRUCTIONS

In questions which use a rating scale, please circle the number on the scale which most accurately describes your response.

Example: 1 2 3 [✓ 4] 5

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

1. How do you, as a parent(s), feel about your child's progress this year in the regular English program subjects of language arts, mathematics and science? ____14

Very dissatisfied — Very satisfied

	1	2	3	4	5	Tn
percent	0	2.6	7.7	41.0	48.7	
n=	0	1	3	16	19	39

2. How do you, as a parent(s), feel about your child's progress this year in the Ukrainian program subjects? ____15

Very dissatisfied — Very satisfied

	1	2	3	4	5	Tn
percent	0	0	7.7	46.2	46.2	
n=	0	0	3	18	18	39

3. How do you feel about your child's progress this year in understanding spoken Ukrainian? ____16

Very dissatisfied — Very satisfied

	1	2	3	4	5	Tn
percent	0	0	12.8	41.0	46.2	
n=	0	0	5	16	18	39

4. How do you feel about your child's progress this year in speaking Ukrainian? ____17

Very dissatisfied — Very satisfied

	1	2	3	4	5	Tn
percent	0	2.6	23.7	39.5	34.2	
n=	0	1	9	15	13	38

5. How do you feel about your child's progress this year in reading Ukrainian? ____18

Very dissatisfied — Very satisfied

	1	2	3	4	5	Tn
percent	0	0	18.4	31.6	50.0	
n=	0	0	7	12	19	38

6. How do you feel about your child's progress this year in writing Ukrainian? ____19

	Very dissatisfied 1	2	3	4	Very satisfied 5	Tn
percent	0	0	18.9	29.7	51.4	
n=	0	0	7	11	19	37

7. How does your child feel about his/her participation in the Bilingual Program? ____20

	Very dissatisfied 1	2	3	4	Very satisfied 5	Tn
percent	0	0	5.1	25.6	69.2	
n=	0	0	2	10	27	39

8. To what extent do you feel your child's appreciation of Ukrainian culture has changed as a result of being in the Bilingual Program this year? ____21

	Negative change 1	2	No change 3	4	Positive change 5	Tn
percent	0	0	2.7	43.2	54.1	
n=	0	0	1	16	20	37

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and being achieved by means of the following subject areas?

Ukrainian music (singing, dancing)

9. ____22

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	12.8	30.8	56.4	
n=	0	0	5	12	22	39

10. ____23

	Not achieved 1	2	3	4	Achieved 5	Tn
percent	2.6	0	12.8	30.8	53.8	
n=	1	0	5	12	21	39

Ukrainian Art (including embroidery, Easter egg writing)

11. Inappropriate — Appropriate ____24

	1	2	3	4	5	Tn
percent	2.6	2.6	10.3	38.5	46.2	
n=	1	1	4	15	18	39

12. Not achieved — Achieved ____25

	1	2	3	4	5	Tn
percent	2.6	5.1	17.9	46.2	28.2	
n=	1	2	7	18	11	39

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

13. Inappropriate — Appropriate ____26

	1	2	3	4	5	Tn
percent	0	0	2.6	23.1	74.4	
n=	0	0	1	9	29	39

14. Not achieved — Achieved ____27

	1	2	3	4	5	Tn
percent	0	0	2.6	33.3	64.1	
n=	0	0	1	13	25	39

Social Studies (study of early Ukrainian settlers in Canada)

15. Inappropriate — Appropriate ____28

	1	2	3	4	5	Tn
percent	2.6	0	21.1	47.4	28.9	
n=	1	0	8	18	11	38

16. Not achieved — Achieved ____29

	1	2	3	4	5	Tn
percent	2.7	2.7	35.1	48.6	10.8	
n=	1	1	13	18	4	37

Social Studies (reference to Ukraine as the country of origin of Ukrainian people - customs, traditions, language)

17. Inappropriate Appropriate ____30

	1	2	3	4	5	Tn
percent	0	0	13.2	52.6	34.2	
n=	0	0	5	20	13	38

18. Not achieved Achieved ____31

	1	2	3	4	5	Tn
percent	0	2.7	21.6	62.2	13.5	
n=	0	1	8	23	5	37

Ukrainian Literature (poems, verses, folklore)

19. Inappropriate Appropriate ____32

	1	2	3	4	5	Tn
percent	2.7	0	13.5	43.2	40.5	
n=	1	0	5	16	15	37

20. Not achieved Achieved ____33

	1	2	3	4	5	Tn
percent	2.8	0	22.2	50.0	25.0	
n=	1	0	8	18	9	36

21. Other areas of cultural appreciation (please specify)

B. OPERATION OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

22. Special activities (e.g. fieldtrips, community visitors) were arranged so that children could be exposed to Ukrainian culture. Do you feel there was an appropriate number of special activities?

n	%	
7	18.9	too few
30	81.1	the right amount
0	0	too many
37		Tn

____39

23. What are your feelings concerning the field trips and special activities which have been offered to the pupils in the Bilingual Program?

	Low satisfaction 1	2	3	4	High Satisfaction 5	Tn
percent	0	2.7	24.3	43.2	29.7	
n=	0	1	9	16	11	37

____40

24. Suggestions for future field trips:

25. Are you satisfied with the way you were involved in the school program?

n	%	
33	94.3	yes
2	5.7	no
35		Tn

____41

26. In what ways would you like to be involved in the school program?

27. Do you feel the school facilities (e.g. classroom, equipment, library) available to the pupils in the Bilingual Program are

	Very Inadequate 1	2	3	4	Very Adequate 5	Tn
percent	0	8.1	16.2	56.8	18.9	
n=	0	3	6	21	7	37

42

28. Has the amount of information you have received from the school concerning the progress of your child in the Ukrainian language program been

	Very Inadequate 1	2	3	4	Very Adequate 5	Tn
percent	0	0	20.5	56.4	23.1	
n=	0	0	8	22	9	39

43

29. Would you like to see the Bilingual Program

n	%	
34	87.2	continued as it is?
5	12.8	continued with minor modifications? (please state what changes you think should be made)
0	0	continued with major modifications? (please state what changes you think should be made)
39		Tn

44

30. Please make any additional comments you wish regarding the Bilingual Program

31. Assuming that it were possible, do you feel that the Bilingual classes should

n	%		
5	12.8	be consolidated into one or two schools in the System designated as a Ukrainian-English Bilingual School(s)?	
33	84.6	continue to be given in several schools in the System (as it is now)	
1	2.6	other (please specify)	
39		Tn	45

32. Assuming the Bilingual Program were to continue through Junior High (Grades 7, 8, 9) to what extent would you want instruction offered in Ukrainian?

n	%		
0	0	none at all	
22	56.4	approximately 25% of the time	
16	41.0	approximately 50% of the time	
1	2.6	approximately 75% of the time	
0	0	all the time	
39		Tn	46

33. Please check all the cultural subject areas you feel would be appropriate to instruction in Ukrainian at the Junior High level.

n	%		
20	51.3	Art	47
34	87.2	Arts and Crafts	48
20	51.3	Drama	49
11	28.2	Geography	50
20	51.3	History	51
23	59.0	Home Economics	52
8	20.5	Industrial Arts	53

23	59.0	Language Arts (reading, literature, grammar)	____54
33	84.6	Music	____55
14	35.9	Physical Education	____56
33	84.6	Religion (Ukrainian Catholic Rite)	____57
15	38.5	Social Studies	____58
____	____	Health	
39		Tn	

C. FAMILY BACKGROUND

34. What is the occupation of the major wage earner in your family? (please include place of work).

____

35. What was the last grade at school the mother completed? (List any training taken since High School).

____

____ ____69

36. What was the last grade at school the father completed? (List any training taken since High School).

____

____ ____70

37. How much Ukrainian is spoken in the home?

n	%		
2	5.1	none at all	
21	53.8	on occasion	
9	23.1	about 50% of the time	
4	10.3	about 75% of the time	
3	7.7	all the time	
39		Tn	____71

38. Language spoken other than English or Ukrainian

________________ (by the mother) ________________ (by the father) ____72

39. Did your child learn Ukrainian while attending one of the following programs?

n	%	
8	21.6	Ukrainian Kindergarten (Catholic School System)
5	13.5	Ukrainian Kindergarten (Public School System)
6	16.2	Ukrainian Parish Play School (sadochok)
5	13.5	Ukrainian Saturday class
13	35.1	Other (please specify)
37		Tn

____73

D. PARENT ADVISORY COMMITTEE

40. Do you know of at least one parent who is a member of the Parent Advisory Committee (PAC) to the Ukrainian-English Bilingual Program?

n	%	
30	78.9	yes
8	21.1	no
38		Tn

____74

41. Check the items you feel are appropriate to the role of the Parent Advisory Committee

____to become familiar with the Ukrainian Bilingual Program offered in the Edmonton Catholic Schools

____to assist in communicating the content and intent of the program to other parents

____to provide recommendations to Curriculum Committees regarding revisions of the existing program

____to provide advice regarding the resources necessary for providing an effective Bilingual Program ____to make certain that one or more Ukrainian organizations assume responsibility for raising funds in excess of government grants required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools

____to act as a liaison with Ukrainian Bishop and Clergy, with Ukrainian Catholic Organizations, with the Ukrainian Bilingual Association and other groups, particularly in matters concerning the Bilingual Program

____Other (please specify)

42. Please make any other comments you wish about the role of the Parent Advisory Committee

43. Would you be interested in participating as a member of the Parent Advisory Committee sometime in the future?

n	%	
11	32.4	yes
23	67.6	no
34		Tn

____75

44. Do you feel that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each School offering the Ukrainian-English Bilingual Program.

n	%	
23	79.3	yes
6	20.7	no
29		Tn

____76

45. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?

____

____

____

E. CONVERSATIONAL UKRAINIAN CLASSES FOR PARENTS

During the past year the Continuing Education Branch of the Edmonton Catholic School System offered courses in conversational Ukrainian for Adults.

46. Are you interested in taking beginning classes in Ukrainian next fall?

n	%	
17	51.5	definitely no
10	30.3	yes, if the time and location are convenient
1	3.0	definitely yes
5	15.2	do not know
33		Tn

____77

47. Are you interested in taking intermediate classes in Ukrainian next fall?

n	%	
15	46.9	definitely no
6	18.8	yes, if the time and location are convenient
1	3.1	definitely yes
10	31.3	do not know
32		Tn

____78

APPENDIX B

TEACHER QUESTIONNAIRE

UKRAINIAN-ENGLISH BILINGUAL PROGRAM EVALUATION

TEACHER QUESTIONNAIRE

NAME ______________________ SCHOOL ______________________

GRADE ______________________

For office use only

☐☐☐☐

INSTRUCTIONS

1. In the questions which use a rating scale, please circle the number on the scale which most accurately describes your response, e.g.,

   1 2 3 [✓ 4] 5

2. In the multiple choice questions, please place a check mark in the space provided beside the most appropriate answer or answers.

3. Following some of the questions, there is a comments section for you to add further information or explanation

A. PROGRAM OBJECTIVES

The purpose of this section is to evaluate the objectives of the Ukrainian-English Bilingual Program

OBJECTIVE I

Pupils will follow the English language curriculum in language arts, mathematics, and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	28.6	71.4	
n=	0	0	0	2	5	7

____11

2. To what extent has the objective been achieved by your class?

	Not achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	14.3	14.3	71.4	
n=	0	0	1	1	5	7

____12

OBJECTIVE 2

(Please check the one applicable) - for Grade One teacher

a) ____ In grade 1, pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education, health and religion in the Ukrainian language.

- for Grade Two teacher

b) ____ In grade 2, pupils' listening and speaking skills in Ukrainian will be further developed along with the introduction of reading and writing skills.

c) ____ In grade 3, pupils' listening and speaking skills will be extended. Reading and writing skills will be further developed along with the introduction of spelling, practical and creative writing in Ukrainian.

3. Do you feel this is an appropriate objective for the Bilingual Program? ____13

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	0	42.9	57.1	
n=	0	0	0	3	4	7

4. To what extent has the objective been achieved by your class? ____14

	Not achieved 1	2	3	4	Achieved 5	Tn
percent	0	0	14.3	42.9	42.9	
n=	0	0	1	3	3	7

OBJECTIVE 3

Pupils will develop an appreciation of Ukrainian Culture.

5. Do you feel this is an appropriate objective for the Bilingual Program? ____15

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	7	7

6. To what extent do you feel your class' appreciation of the Ukrainian culture changed as a result of being in the Bilingual Program ____16

	Negative change 1	2	No change 3	4	Positive change 5	Tn
percent	0	0	0	42.9	57.1	
n=	0	0	0	3	4	7

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to and has been achieved by means of the following subject areas?

Ukrainian Music (singing, dancing)

7. Inappropriate — Appropriate ____17

	1	2	3	4	5	Tn
percent	0	0	14.3	0	85.7	
n=	0	0	1	0	6	7

8. Not achieved — Achieved ____18

	1	2	3	4	5	Tn
percent	0	0	14.3	14.3	71.4	
n=	0	0	1	1	5	7

Ukrainian Art (including embroidery, Easter egg writing)

9. Inappropriate — Appropriate ____19

	1	2	3	4	5	Tn
percent	0	0	0	28.6	71.4	
n=	0	0	0	2	5	7

10. Not achieved — Achieved ____20

	1	2	3	4	5	Tn
percent	0	0	0	28.6	71.4	
n=	0	0	0	2	5	7

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

11. Inappropriate — Appropriate ____21

	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7

12. Not achieved — Achieved ____22

	1	2	3	4	5	Tn
percent	0	0	0	28.6	71.4	
n=	0	0	0	2	5	7

Social Studies (study of early Ukrainian settlers in Canada)

13. Inappropriate — Appropriate ____23

	1	2	3	4	5	Tn
percent	33.3	0	0	16.7	50.0	
n=	2	0	0	1	3	6

14. Not achieved — Achieved ____24

	1	2	3	4	5	Tn
percent	60.0	0	0	20.0	20.0	
n=	3	0	0	1	1	5

Social Studies (reference to Ukraine as the country of origin of Ukrainian people e.g. customs, traditions, language)

15. Inappropriate — Appropriate ____25

	1	2	3	4	5	Tn
percent	0	14.3	14.3	0	71.4	
n=	0	1	1	0	5	7

16. Not achieved — Achieved ____26

	1	2	3	4	5	Tn
percent	0	16.7	16.7	33.3	33.3	
n=	0	1	1	2	2	6

Literature (poems, verses, folklore)

17. Inappropriate — Appropriate ____27

	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7

18. Not achieved — Achieved ____28

	1	2	3	4	5	Tn
percent	0	0	28.6	14.3	57.1	
n=	0	0	2	1	4	7

19. Other areas of cultural appreciation (please specify).

OBJECTIVE 4

> The pupils and their parents will have positive feelings about the participation of the pupils in the program.

20. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7

____29

21. How do the pupils in your class feel about their participation in the Bilingual Program?

	Very unhappy				Very happy	
	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7

____30

22. How do the parents of the pupils in your class feel about their children's participation in the Bilingual Program?

	Very unhappy				Very happy	
	1	2	3	4	5	Tn
percent	0	0	0	28.6	71.4	
n=	0	0	0	2	5	7

____31

OBJECTIVE 5

> The pupils will be able to understand and respond to sounds, words and phrases in Ukrainian.

23. Do you feel this is an appropriate objective for the Bilingual Program? ___32

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7

24. To what extent do you feel the objective has been achieved by your class? ___33

	Not achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	14.3	42.9	42.9	
n=	0	0	1	3	3	7

OBJECTIVE 6

> The pupils will be able to express themselves clearly in Ukrainian, (emotions, feelings, needs, wishes, questions and comments).

25. Do you feel this is an appropriate objective for the Bilingual Program? ___34

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7

26. Do you feel the objective has been achieved by your class? ___35

	Not achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	28.6	0	71.4	0	
n=	0	2	0	5	0	7

OBJECTIVE 7

Pupils will be able to understand the main theme of a story, appropriate to their level of interest, read aloud in Ukrainian.

27. Do you feel this is an appropriate objective for the Bilingual Program? ___36

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	14.3	85.7	
n=	0	0	0	1	6	7

28. Do you feel the objective has been achieved by your class? ___37

	Not achieved				Achieved	
	1	2	3	4	5	Tn
percent	0	0	28.6	42.9	28.6	
n=	0	0	2	3	2	7

29. Other objectives that should be included (please specify).

B. OPERATION OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

30. When the Bilingual Program was implemented, it was intended that Ukrainian language arts, social studies, music, art, health, physical education and religion be taught in the Ukrainian language, and that reading, language arts, mathematics, and science be taught in the English language. To what extent did you follow this design at the beginning of this school year?

31. To what extent are you now (end of the school year) following the bilingual design as outlined above in question 30?

32. In your class do you give

n	%	
0	0	more emphasis to Ukrainian culture than to the Ukrainian language?
2	33.3	more emphasis to the Ukrainian language than to culture?
4	66.7	equal emphasis to both Ukrainian language and culture?
6		Tn

33. For which, if any, of the Ukrainian holidays, has your class had special activities?

34. If field trips have been conducted in connection with the Ukrainian program, list the field studies taken during the entire year.

35. If persons from the community were invited to participate in the instructional program, list their names and the nature of the cultural activity they were involved with.

Name	Cultural Activity
e.g. Mrs. O. Pysanka	e.g. Easter Egg Writing

36. Are sufficient Ukrainian language materials available to you?

	Too few 1	2	3	4	Too many 5	Tn
percent	14.3	42.9	28.6	14.3	0	
n=	1	3	2	1	0	7

____39

37. How useful are the Ukrainian materials which are available to you?

	Not at all useful 1	2	3	4	Very useful 5	Tn
percent	0	0	42.9	14.3	42.9	
n=	0	0	3	1	3	7

____40

38. To what extent do you feel the school facilities (e.g., classrooms, equipment, library) available to the pupils in the Bilingual Program are adequate?

	Very inadequate 1	2	3	4	Excellent 5	Tn
percent	14.3	28.6	28.6	14.3	14.3	
n=	1	2	2	1	1	7

____41

39. In your opinion, how extensive has the involvement of parents been in the activities of the Bilingual Program?

	No involvement 1	2	3	4	Extensive involvement 5	Tn
percent	0	28.6	14.3	14.3	42.9	
n=	0	2	1	1	3	7

____42

40. To what extent do you feel parental involvement in the Bilingual Program is desirable at the grade level you teach?

	Undersirable 1	2	3	4	Very desirable 5	Tn
percent	0	0	14.3	14.3	71.4	
n=	0	0	1	1	5	7

____43

41. Do you feel that a special report card form should be prepared to inform parents about the progress of their child in the Ukrainian language subject areas?

n	%	
6	85.7	yes
1	14.3	no
7		Tn

____44

42. Please list the subject areas taught in Ukrainian that could be included on a special report card form.

____

____

____

43. In what Ukrainian subject areas are additional curriculum materials required. (please specify type of materials)

____

____

____

44. In what Ukrainian subject areas are additional instructional materials required. (please specify type of materials)

____

____

____

45. Approximately, how many hours a week do you spend preparing lessons for the Bilingual Program?

____

46. Approximately, how many hours a week do you spend preparing instructional materials (flashcards, pictures, games, charts) for the Bilingual Program?

____

____

11.

47. Approximately what proportion of instructional time during the day is in Ukrainian?

n	%	
		80% Ukrainian, 20% English
3	42.9	70% Ukrainian, 30% English
1	14.3	60% Ukrainian, 40% English
3	42.9	50% Ukrainian, 50% English
		40% Ukrainian, 60% English
		30% Ukrainian, 70% English
		20% Ukrainian, 80% English
7		Tn

____45

48. What Ukrainian readers and workbooks did you use during the past year? (please check)

n	%	Readers	n	% Workbooks
2	28.6	TYT I TAM	1	14.3
		DRUZI	3	42.9
		SHKOLA	1	14.3
		PRYHODY		
		Tn	7	Tn

____46

Please answer the following six questions (49 a,b,c,d,e,f) for each reader you used. Therefore, if you used two readers you would answer the six questions twice.

49. a) Name of reader ______________________________

b) How interesting did your students find the reader?

Very uninteresting — Very interesting

	1	2	3	4	5	Tn
percent	0	0	0	28.6	71.4	
n=	0	0	0	2	5	7

___47

c) To what extent did you find the reader helpful in developing your students' reading skills?

Not at all helpful — Very helpful

	1	2	3	4	5	Tn
percent	16.7	0	0	0	33.3	
n=	1	0	0	0	5	

___48

d) To what extent did you find the workbook helpful in developing your students' reading skills?

Not all all helpful — Very helpful

	1	2	3	4	5	Tn
percent	0	0	0	16.7	83.3	
n=	0	0	0	1	5	6

___49

e) Generally, did your students find the reader

n	%	
0	0	too easy?
5	100	just right?
0	0	too hard?
5		Tn

___50

f) comments on the reader or workbook

49. a) Name of second reader used ____________________

b) How interesting did your students find the reader?

Very uninteresting — Very interesting

	1	2	3	4	5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	5	5

____51

c) To what extent did you find the reader helpful in developing your students' reading skills?

Not at all helpful — Very helpful

	1	2	3	4	5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	5	5

____52

d) To what extent did you find the workbook helpful in developing your students' reading skills?

Not at all helpful — Very helpful

	1	2	3	4	5	Tn
percent	0	0	0	50	50	
n=	0	0	0	2	2	4

____53

e) Generally, did your students find the reader

n	%	
0	0	too easy?
5	100	just right?
0	0	too hard?
5		Tn

____54

f) Comments on the reader or workbook

____

____

____

61. Did you teach your students

n	%	
4	66.7	written Ukrainian script (cursive)?
2	33.3	printed Ukrainian script?
0	0	manuscript Ukrainian script?
6		Tn

____55

62. Are more Ukrainian-English Bilingual Program Inservices needed?

n	%	
7	100	yes
0	0	no
7		Tn

____56

63. Please rank the following Inservices in order of importance, numbering the most important as number 1, the next most important as 2 and so on, which you would like to participate in.

____Bilingual Teaching Strategies (methods)

____Games Inservice

____Reading Inservice

____Religion Inservice (Ukrainian Rite)

____Use of Audio Visual materials (language master, transparencies)

____Teaching Ukrainian Songs ____57

____Teaching Ukrainian Dancing ____58

____Other (please specify) ____59

64. To what extent do you think the children in your class feel they are an integral part of the school and not isolated from other students?

	Very isolated 1	2	3	4	Very well integrated 5	Tn
percent	0	0	0	71.4	28.6	
n=	0	0	0	5	2	7

____60

65. How would you rate the success of the Bilingual Program?

	Very unsuccessful 1	2	3	4	Very successful 5	Tn
percent	0	0	0	42.9	57.1	
n=	0	0	0	3	4	7

____61

66. Would you like to see the Bilingual Program

n	%	
4	57.1	continued with minor modifications (please specify)?
3	42.9	continued as it is?
0	0	continued with major modifications (please specify)?
7		Tn

C. PARENT ADVISORY COMMITTEE

67. Check the items that you feel are appropriate to the role of the Parent Advisory Committee

n	%		
7	100	to become familiar with the Ukrainian Bilingual Program offered in the Edmonton Catholic Schools	63
7	100	to assit in communicating the content and intent of the program to other parents	64
2	28.6	to provide recommendations to Curriculum Committees regarding revisions of the existing program	65
3	42.9	to provide advice regarding the resources necessary for providing an effective Bilingual Program	
6	85.7	to make certain that one or more Ukrainian organization assumes responsibility for raising funds in excess of government grants required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools	67
7	100	to act as a liaison with Ukrainian Bishop and Clergy, with Ukrainian Catholic Organizations, with the Ukrainian Bilingual Association and other groups, particularly in matters concerning the Bilingual Program	68
0	0	Other (please specify)	
7		Tn	

68. Please make any other comments you wish about the role of the Parent Advisory Committee.

69. Do you feel that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each school offering the Ukrainian-English Bilingual Program.

n	%	
6	85.7	yes
1	14.3	no
7		Tn

____69

70. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?

71. Would you be interested in acting as a school representative on the School System Parent Advisory Committee to the Ukrainian-English Bilingual Program?

n	%	
2	40	yes
3	60	no
5		Tn

____70

72. Other comments you wish to make about the Bilingual Program.

APPENDIX C

PRINCIPAL QUESTIONNAIRE

UKRAINIAN-ENGLISH BILINGUAL PROGRAM EVALUATION

PRINCIPAL QUESTIONNAIRE

NAME ______________________ SCHOOL ________________

For office use only

☐☐☐☐

INSTRUCTIONS

1. In the questions which use a rating scale, please circle the number on the scale which most accurately describes your response e.g.,

   1 2 3 [✓ 4] 5

2. In the multiple choice questions, please place a check mark in the space provided beside the most appropriate answer or answers.

3. Following some of the questions, there is a comments section for you to add further information or explanation.

A. OBJECTIVES OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

The purpose of this section is to evaluate the objectives of the Bilingual Program.

OBJECTIVE 1

Pupils will follow the English language curriculum in language arts, mathematics and science and will achieve at or above an average level in each of these areas.

1. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	33.3	0	66.7	
n=	0	0	1	0	2	3

____11

OBJECTIVE 2

In Grade 1, pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art, physical education, health and religion in the Ukrainian language.

2. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	0	33.3	66.7	
n=	0	0	0	1	2	3

____12

OBJECTIVE 3

In Grade 2, pupils' listening and speaking skills in Ukrainian will be further developed along with the introduction of reading and writing skills.

3. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	3	3

____13

OBJECTIVE 4

In Grade 3, pupils' listening and speaking skills will be extended. Reading and writing skills will be further developed along with the introduction of spelling, practical and creative writing in Ukrainian.

4. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	3	3

____14

OBJECTIVE 5

Pupils will develop an appreciation of Ukrainian Culture

5. Do you feel this is an appropriate objective for the Bilingual Program?

	Inappropriate				Appropriate	
	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.7	
n=	0	0	0	1	2	3

____15

More specifically, culture can be considered in terms of various subject areas. To what extent do you feel that cultural appreciation is appropriate to the following subject areas?

3.

Ukrainian Music (dancing, singing)

6. Inappropriate / Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	3	3

_____16

Ukrainian Art (including embroidery, Easter egg writing)

7. Inappropriate / Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.7	
n=	0	0	0	1	2	3

_____17

Religion (Ukrainian traditions, celebrations at Christmas and Easter)

8. Inappropriate / Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	3	3

_____18

Social Studies (study of early Ukrainian settlers in Canada)

9. Inappropriate / Appropriate

	1	2	3	4	5	Tn
percent	0	0	0	66.7	33.3	
n=	0	0	0	2	1	3

_____19

Social Studies (reference to Ukraine as the country of origin of Ukrainian people e.g. customs, traditions, language)

10. Inappropriate ... Appropriate ___20

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	66.7	33.3	0	
n=	0	0	2	1	0	3

Literature (poems, verses, folklore)

11. Inappropriate ... Appropriate ___21

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	0	66.7	33.3	
n=	0	0	0	2	1	3

12. Other areas of cultural appreciation (please specify)

______

______

______

OBJECTIVE 6

Pupils and their parents will have positive feelings about the participation of the pupils in the program.

13. Do you feel this is an appropriate objective for the Bilingual program? ___22

	Inappropriate 1	2	3	4	Appropriate 5	Tn
percent	0	0	0	0	100	
n=	0	0	0	0	3	3

14. Other objectives that should be included (please specify)

______

______

______

B. OPERATION OF THE UKRAINIAN-ENGLISH BILINGUAL PROGRAM

15. What, if any, special facilities (layout of classroom, instructional materials) are required for the Bilingual Program in your school?

16. What, if any, special timetabling or scheduling arrangements are required?

17. To what extent is it possible to provide resource room assistance to a student experiencing difficulties in reading?

n	%		
0	0	not at all	23
3	100	(1-2) students per Bilingual class per year	24
0	0	(3-4) students per Bilingual class per year	25
0	0	(5-6) students per Bilingual class per year	26
0	0	more than 6 students per Bilingual class per year	27
3		Tn	

18. Do you feel that a special report card form should be prepared to inform parents about the progress of their child in the Ukrainian language subject areas?

n	%		
3	100	yes	
0	0	no	
3		Tn	28

19. Are special staffing arrangements required in order to maintain an effective Bilingual Program? (please specify)

20. Are special budgeting arrangements required for the operation of the Bilingual Program? (please specify)

21. Are transportation arrangements adequate for pupils in the Bilingual Program?

22. Is the student enrolment adequate enough for making up class groupings of a reasonable size? (please explain)

23. What are the major problems that have been encountered in the operation of the Bilingual Program?

C. ATTITUDES AND PERCEPTIONS

24. What is your perception of how the pupils in your school feel about their participation in the Bilingual Program?

	Very Unhappy 1	2	3	4	Very happy 5	Tn
percent	0	0	0	33.3	66.7	
n=	0	0	0	1	2	3

28

25. What is your perception of how the parents of the pupils in your school feel about their children's participation in the Bilingual Program?

Very unhappy — Very happy

	1	2	3	4	5	Tn
percent	0	0	0	66.7	33.3	
n=	0	0	0	2	1	3

____29

26. How well do you feel the Bilingual classes have been integrated into your school?

Very isolated — Very well integrated

	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.7	
n=	0	0	0	1	2	3

____30

27. In your opinion, what feelings do staff members not involved in the Bilingual Program have towards the program?

Very negative — Very positive

	1	2	3	4	5	Tn
percent	0	0	0	100	0	
n=	0	0	0	3	0	3

____31

28. In your opinion, what feelings do non-program staff members have toward the program teacher(s)?

Very negative — Very positive

	1	2	3	4	5	Tn
percent	0	0	0	100	0	
n=	0	0	0	3	0	3

____32

29. How would you rate the overall success of the Bilingual Program?

Very unsuccessful — Very successful

	1	2	3	4	5	Tn
percent	0	0	0	66.7	33.3	
n=	0	0	0	2	1	3

____33

30. Comments related to question #28.

31. Would you like the Bilingual Program:

n	%	
0	0	continued in your school with minor modifications? (please specify)
3	100	continued in your school as it is?
0	0	continued in your school with major modifications? (please specify)
3		Tn

34

32. To what extent do you feel the school facilities (classrooms, equipment, library) available to the pupils in the program are adequate? 35

Very inadequate — Very adequate

	1	2	3	4	5	Tn
percent	0	0	0	66.7	33.3	
n=	0	0	0	2	1	3

33. In your opinion, how extensive has the involvement of the parents been in the activities of the Bilingual Program? 36

No involvement — Very extensive involvement

	1	2	3	4	5	Tn
percent	0	0	0	33.3	66.7	
n=	0	0	0	1	2	3

34. To what extent do you feel parental involvement in the Bilingual Program is desirable at your school? 37

Very undesirable — Very desirable

	1	2	3	4	5	Tn
percent	0	0	0	66.7	33.3	
n=	0	0	0	2	1	3

D. PARENT ADVISORY COMMITTEE

35. Check the items that you feel are appropriate to the role of the Parent Advisory Committee:

n	%		
3	100	to become familiar with the Ukrainian Bilingual Program offered in the Edmonton Catholic Schools	38
2	66.7	to assist in communicating the content and intent of the program to other parents	39
2	66.7	to provide recommendations to Curriculum Committees regarding revisions of the existing program	40
2	66.7	to provide advice regarding the resources necessary for providing an effective Bilingual Program	41
3	100	to make certain that one or more Ukrainian organizations assumes responsibility for raising funds in excess of government grants required to transport children attending Ukrainian Bilingual classes in the Edmonton Catholic Schools	42
3	100	to act as a liaison with Ukrainian Bishops and Clergy, with Ukrainian Catholic Organizations, with the Ukrainian Bilingual Association and other groups, particularly in matters concerning the Bilingual Program	43
3	100	Other (please specify)	

36. Please make any other comments you wish about the role of the Parent Advisory Committee.

37. Do you feel that along with a School System Parent Advisory Committee, a Parent Ways and Means Committee should meet on a regular basis at each school offering the Ukrainian-English Bilingual Program.

n	%	
1	33.3	yes
2	66.7	no
3		Tn

____44

38. What activities should a Parent Ways and Means Committee coordinate at the school level during the school year?

APPENDIX D

STUDENT ATTITUDE QUESTIONNAIRE

АНКЕТА ДЛЯ ДВОМОВНОЇ ПРОГРАМИ.

Прошу підкреслити одне відповідання:

1. Я говорю по-українськи в школі.

Так
Ні
Часом
Я не знаю

2. Я говорю по-українськи вдома.

Так
Ні
Часом
Я не знаю

3. Я люблю говорити по-українськи.

Так
Ні
Часом
Я не знаю

4. Я люблю співати по-українськи.

Так
Ні
Часом
Я не знаю

5. Я люблю читати по-українськи.

Так
Ні
Часом
Я не знаю

6. Мої друзі говорять по-українськи.

Так
Ні
Часом
Я не знаю

7. Я люблю українські танці. (танцювати)

Так
Ні
Часом
Я не знаю

8. Я люблю Їсти пироги.

Так
Ні
Часом
Я не знаю

9. Я люблю йти до школи.

Так
Ні
Часом
Я не знаю

10. Я люблю йти до церкви.

Так
Ні
Часом
Я не знаю

APPENDIX E

UKRAINIAN LANGUAGE SKILLS TESTS

To the examiner:
Have a copy of the Ukrainian Survey Test (Grade 1) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two soft lead pencils or a black crayon.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in *script*.

PART 1

Clusters One and Two: Listening With Comprehension

Begin by saying:

> *Today we are going to play a game in Ukrainian using this picture book. Do not open your book until I tell you what to do.*

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

> *Now open your book to the first page and fold the cover back like this so that you can see a big letter A near the top of the page.*

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 1 of the booklet. Point to the first row in the test booklet.

Then say: (Sample A)

> *Look at the row of pictures next to the letter A. I am going to say the name of one of these pictures twice in Ukrainian. I want you to draw a circle around the picture I will name. Are you ready? Listen carefully.*
>
> КІТ ..... КІТ
>
> *Which picture do you have to circle?*

Pause for pupils to circle the picture.

> *That's right. You have to circle the picture of the cat here.*

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample B)

> *Now find the letter B at the beginning of the next row, and look at the pictures in this row. I am going to tell you the name of one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.*
>
> ДЕ́РЕВО .... ДЕ́РЕВО
>
> *What picture do you circle?*

Pause for pupils to respond.

> *Yes, you circle the picture of the tree.*

Demonstrate on your test booklet.

Then say:

> *Do not spend too much time drawing your circle. Remember that your circle goes around the picture.*

Check to make certain that all pupils understand the marking procedure before going on.

Then say:

> *If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.*

Demonstrate on blackboard.

Then say: (Sample C)

> *Now find the letter C at the beginning of the next row, and look at the pictures in this row. I am going to say the name of one of these pictures twice in Ukrainian. Listen carefully, and draw a circle around the picture that shows what I am saying. Are you ready?*
> *Here it is:*
>
> СТІ́Л .... СТІ́Л
>
> *What picture do you circle?*

Pause for pupils to respond.

> *That's right. You circle picture number 3 because it shows a table.*

Check once again that all pupils understand the task and how they should mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say:

> *Now turn over the page like this. You should see a number one near the top of the page.*

PAGE 1

Demonstrate and check that all pupils are on the correct page.

Then say the following for each item, filling in the blanks from the list given below.

> *Now look at the row of pictures next to the number one. Draw a circle around the picture that I say in Ukrainian.* (Read stimulus twice.)

Number (To be said out loud)	Stimulus
1. *One*	ХА́ТА
2. *Two*	А́ВТО
3. *Three*	ГОДИ́ННИК
4. *Four*	ПРА́ПОР
5. *Five*	ЧЕРЕВИ́КИ
6. *Six*	ЯЛИ́НКА
7. *Seven*	АВТО́БУС
8. *Eight*	КНИ́ЖКА
9. *Nine*	ОЛІВЕ́ЦЬ
10. *Ten*	НО́ЖИЦІ
11. *Eleven*	СО́НЦЕ
12. *Twelve*	ДОЩ ПА́ДАЄ (ПАДЕ́)
13. *Thirteen*	ДИТИ́НА
14. *Fourteen*	НІ́С
15. *Fifteen*	ДІВЧИ́НА
16. *Sixteen*	ВЧИ́ТЕЛЬКА
17. *Seventeen*	СВИ́НКА
18. *Eighteen*	ХЛО́ПЕЦЬ
19. *Nineteen*	СТА́ЙНЯ
20. *Twenty*	МО́РКВА
21. *Twenty-one*	ХЛО́ПЕЦЬ СКА́ЧЕ
22. *Twenty two*	ПИ́САНКА
23. *Twenty-three*	ВІ́ДЬМА
24. *Twenty-four*	ТЕЛЕФО́Н
25. *Twenty-five*	СІ́М
26. *Twenty-six*	ШКО́ЛА
27. *Twenty-seven*	ЛО́ЖКА
28. *Twenty-eight*	ВІ́СІМ
29. *Twenty-nine*	ВИ́ВІРКА
30. *Thirty*	ЯЗИ́К

PART 2

Cluster 3: Stories

Then say:

Now turn the page. You should see the letter D near the top of the page.

PAGE 9 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample D)

Now I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.

Я МА́Ю СЕСТРУ́.
ЇЙ ВЖЕ́ П'ЯТЬ РО́КІВ.
ВОНА́ БА́ВИТЬСЯ М'ЯЧЕ́М.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Then say: (Sample D)

Now pick up your pencils and look at the row of pictures next to the letter D. I am going to ask a question about the story I just told you. Find the picture that shows the answer, and draw a circle around it. Here is the first question. Listen carefully.

ХТО Є МОЯ́ СЕСТРА́?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a sister because she is a little girl.

Demonstrate and check that all pupils understand the task.

Then say: (Sample E)

Now look at the row of pictures next to the letter E. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.

ЧИМ ВОНА́ БА́ВИТЬСЯ?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a ball because sister is playing with a ball.

PAGE 10 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

БОГДА́Н Є В ШКО́ЛІ. ВІН СИДИ́ТЬ В ЛА́ВЦІ.
НА ЛА́ВЦІ Є КНИЖКА.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.

Item 31

Now pick up your pencils and look at the row of pictures next to the number 31. Circle the picture which shows the answer to the question:

ДЕ Є БОГДАН?

Pause for pupils to respond.

Item 32

Now look at the row of pictures next to the number 32. Circle the picture that shows the answer to the question:

ДЕ ВІН СИДИТЬ?

Pause for pupils to respond.

Item 33

Now look at the row of pictures next to the number 33. Circle the picture that shows the answer to the question:

ЩО Є НА ЛАВЦІ?

Pause for pupils to respond.

PAGE 10 Check that all pupils are on the correct page.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

Я Є ХЛО́ПЕЦЬ. У МЕ́НЕ САНКИ́. ЯК ЗА́ВТРА СНІ́Г ВПАДЕ́,
Я ПІДУ́ САНКУВА́ТИСЯ З ДІТЬМИ́.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item 34

Now pick up your pencils and look at the row of pictures next to the number 34. Circle the picture which shows the answer to the question:

ЩО ХЛО́ПЕЦЬ МА́Є?

Pause for pupils to respond.

Item 35

Now look at the row of pictures next to the number 35. Circle the picture that shows the answer to the question:

ЩО ХЛО́ПЕЦЬ ХО́ЧЕ РОБИ́ТИ?

Pause for pupils to respond.

Item 36

Now look at the row of pictures next to the number 36. Circle the picture that shows the answer to the question:

З КИ́М ХЛО́ПЕЦЬ ХО́ЧЕ ІТИ́ САНКУВА́ТИСЯ?

Pause for pupils to respond.

PAGE 11 Check that all pupils are on the correct page.

Then say:

I am now going to read you another story. Put down your pencils and listen carefully.

В ЗИМІ Є РІЗДВÓ. НА РІЗДВÓ У НАС Є ЯЛИ́НКА.
НА ВЕРШКУ́ ЯЛИ́НКИ ЗНАХОДИМО́ ЗВІЗДУ́.
ПІД ЯЛИ́НКОЮ Є НÁШІ ДАРУ́НКИ.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item 37

Now pick up your pencils and look at the row of pictures next to the number 37. Circle the picture that shows the answer to the question:

КОЛИ Є РІЗДВÓ?

Pause for pupils to respond.

Item 38

Now look at the row of pictures next to the number 38. Circle the picture which shows the answer to the question:

ЩО Є В ХАТІ?

Pause for pupils to respond.

Item 39

Now look at the row of pictures next to the number 39. Circle the picture which shows the answer to the question:

ЩО Є НА ВЕРШКУ́ ЯЛИ́НКИ?

Pause for pupils to respond.

Item 40

Now look at the row of pictures next to the number 40. Circle the picture which shows the answer to the question:

ЩО Є ПІД ЯЛИ́НКОЮ?

Now close your booklets and put your pencils down.

BEGINNING OF INDIVIDUAL TESTING

The examiner has the pictures and answer sheet for this part of the test on the testing table.

Begin by saying:

> *Now we are going to play a naming game. I am going to show you a picture and I want you to tell me what it is in Ukrainian.*
>
> *I am going to do three of them with you to show you what to do.*

Sample F - show picture of banana

Then say:

> *Tell me, in Ukrainian, what do you see?*

Pause for pupil to respond.

> *That's right, it is a* БАНА́Н

Sample G - show picture of an ear

Then say:

> *Now tell me in Ukrainian, what do you see?*

Pause for child to respond.

> *That's right, it is a* ВУ́ХО, У́ХО

Sample H - show picture of window

Then say:

> *Now, tell me in Ukrainian, what do you see?*

Pause for pupil to respond.

> *That's right, it is a* ВІКНО́

For questions 41 to 64 the examiner will show the picture, wait for child to respond for 15 seconds and then proceed with the next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 4: Naming, Comparison with listening and selecting.

	Examiner will NOT read these words to the student
41. СВИ́НКА	pig
42. ВЧИ́ТЕЛЬКА	teacher
43. ДИТИ́НА	baby
44. А́ВТО	car
45. ЯЛИ́НКА	Christmas tree
46. ГОДИ́ННИК	clock
47. ХА́ТА	house
48. ВІ́СІМ	eight
49. ХЛО́ПЕЦЬ	boy
50. ДІ́ВЧИНА	girl

Cluster 5: Naming (Nouns)

51. РУКА́	hand
52. НО́ГИ	feet
53. РУКАВИ́ЦІ	mittens
54. ПЛА́Щ	coat
55. М'ЯЧ	ball
56. СВИСТО́К	whistle
57. КРІ́СЛО	chair
58. СВІ́ЧКА	candle
59. РИ́БА	fish
60. ГОРО́Х	peas
61. КУКУРУ́ДЗА	corn
62. ПЕС (ЖУК)	dog
63. ПТА́ШКА	bird
64. ЦЕ́РКВА	church

Then say:

> *Now, in these next pictures, I want you to tell me in Ukrainian what is happening.*
> *We will do two of them together.*

PAGE 16

Sample I - show picture of boy sleeping

Then say:

> *Tell me in Ukrainian what this little boy is doing.*

Pause for child to respond (20 seconds).

> *That's right, the boy is* "СПИ́ТЬ" (sleeping)

Sample J - show the picture of the travelling car

Then say:

> *Tell me in Ukrainian what is happening in the picture.*

Pause for child to respond (20 seconds).

> *That's right, the car is* "ЇДЕ́" (moving)

For questions 65 - 70 the examiner will show the picture, wait 20 seconds for child to respond and then proceed with next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 6: Action Pictures

	Examiner will NOT read these words to the student
65. БІЖИ́ТЬ, БІ́ГАТИ	running
66. СКА́ЧЕ	skipping
67. ПЛИ́ВАЄ	swimming
68. СПІВА́Є	singing
69. ПИ́ШЕ	writing
70. ПА́ДАЮТЬ (ПАДАЄ)	falling

Cluster 7: Responding to Pictures

The examiner organizes picture card #1 and answer sheet for this part of the test.

Begin by saying:

> *I am going to show you a big picture and I want you to tell me a story about it.*

Examiner shows picture of boy and girl at play.
Pause for student to respond. If student does not respond, the examiner then asks these questions in order to get some response.

1. КОГО́ ТИ БА́ЧИШ?
2. ЩО ДІ́ВЧИНА / ХЛО́ПЕЦЬ РО́БИТЬ?
3. ЩО Є НА ША́ФІ?
4. ЯКИ́Й КО́ЛЬОР КВІ́ТКА?
5. СКІЛЬКИ КРЕЙД НА ПІДЛО́ЗІ БІ́ЛЯ ХЛО́ПЦЯ?

If the student answers question 1 score A in question 71. If the student does not answer question 1 score B in question 71.

If the student answers question 2 score A in question 72. If the student does not answer question 2 score B in question 72.

If the student answers question 3 score A in question 73. If the student does not answer question 3 score B in question 73.

If the student answers question 4 score A in question 74. If the student does not answer question 4 score B in question 74.

If the student answers question 5 score A in question 75. If the student does not answer question 5 score B in question 75.

The examiner organizes picture card #2 and answer sheet for this part of the test. Then say:

> *Now I am going to show you another picture and I want you to answer in Ukrainian the following questions about the picture.*

Examiner shows picture of Ukrainian Christmas Eve. After 30 seconds the examiner asks the following questions. A correct response is recorded as an A and an incorrect response is recorded as a B.

76. ЩО РОДИ́НА ТУТ РО́БИТЬ?
77. ХТО СИДИ́ТЬ НАВКО́ЛО СТОЛА́?
78. ЩО ЦЕ Є? (point to the centrepiece - КОЛАЧІ́)
79. ЩО Є В КУТКУ́? (СНІП)
80. ЯКИ́Й КО́ЛЬОР Є МА́МИНА СОРО́ЧКА? - (БІ́ЛА І ЧЕРВО́НА)

Cluster 8: Following Instructions

The following materials should be available on the tester's table:
ball, reader, pencil, 1 box of crayons (the red crayon is used in the test), a pair of scissors

The examiner asks the student to respond to the following instructions and directions. Allow the student 20 seconds to respond to task, then mark down how correct response was. The examiner should mark on the answer sheet A if the student completely understood the instruction (2 marks), B if the student partially understood the instruction (1 mark) and C if the student had no understanding of the instruction (0 marks).

The examiner says to the student:

		DO NOT READ
81.	ПРО́ШУ ВСТА́ТИ.	Please stand.
82.	ПОКАЖІ́ ЯК ЗА́ЙЧИК СКА́ЧЕ.	Show me how a rabbit hops.
83.	ПОКЛАДИ́ М'ЯЧ НА ПІ́ДЛОГУ.	Put the ball on the floor.
84.	ДІСТА́НЬ ЧИ́ТАНКУ.	Get the reader.
85.	ДА́Й МЕНІ́ ОЛІВЕ́ЦЬ.	Give me the pencil.
86.	ВІЗЬМИ́ ЧЕРВОНУ КРЕ́ЙДУ.	Pick up the red crayon.
87.	ПОКАЖІ МЕНІ́ ЧОТИРИ ПА́ЛЬЦІ.	Show me four fingers.
88.	ДИВИ́СЬ НА СТЕ́ЛЮ.	Look at the ceiling.
89.	ПРО́ШУ ПОДА́ТИ НОЖИЦІ.	Please pass me the scissors.
90.	ВІДЧИНИ́ ДВЕ́РІ.	Open the door.

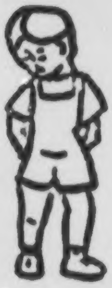
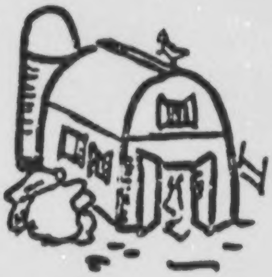
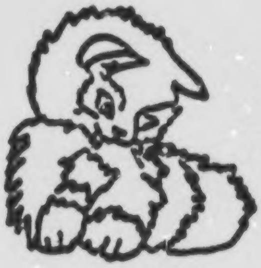
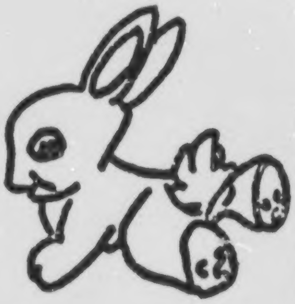
UKRAINIAN GRADE ONE SURVEY TEST
PART ONE

Name ______________________________

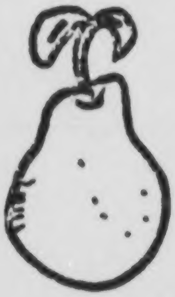
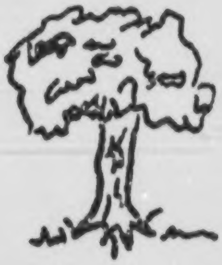
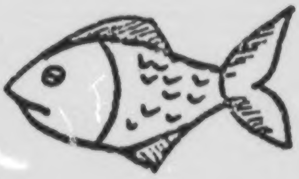
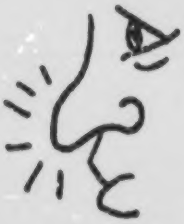
School ____________________ Room ______

SAMPLES

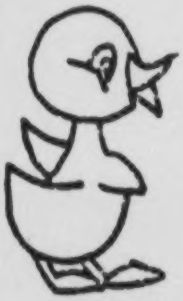
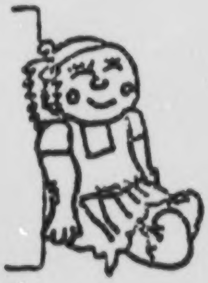
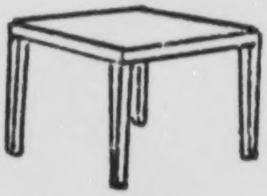
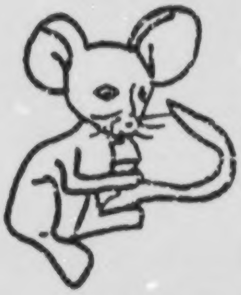
A

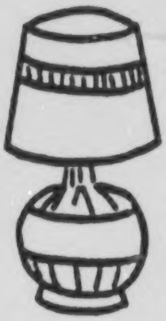
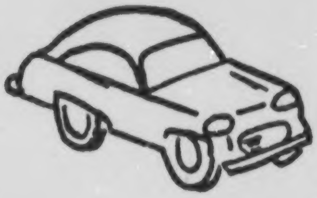
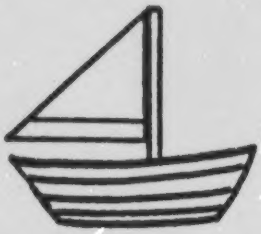
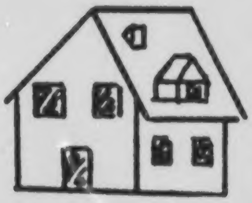
B

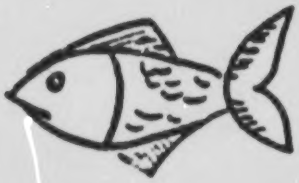
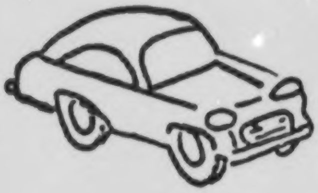
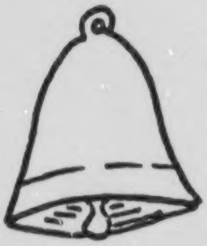
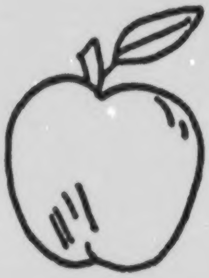
C

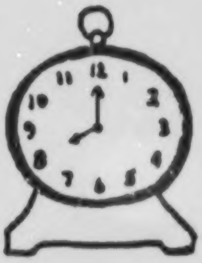
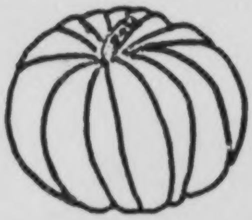
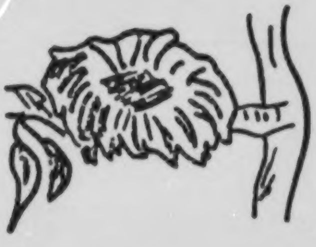
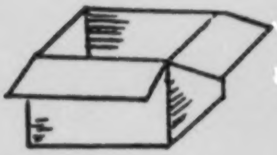
1

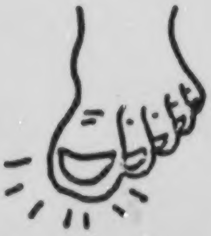
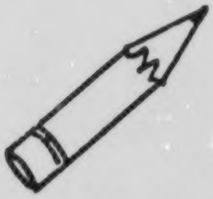
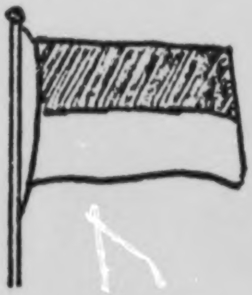
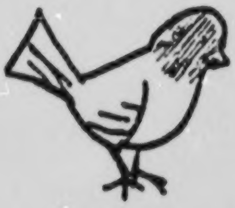
2

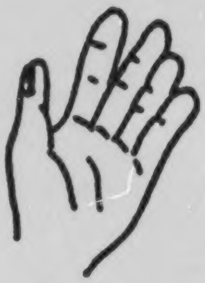
3

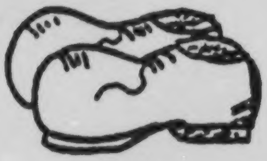





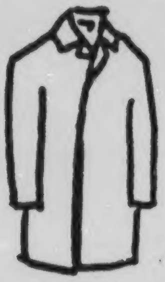
4

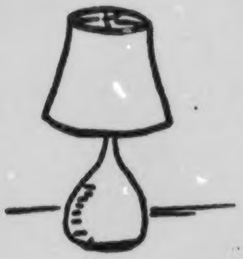





5

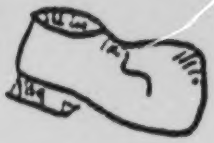


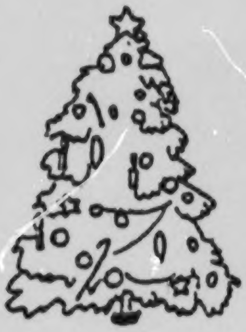


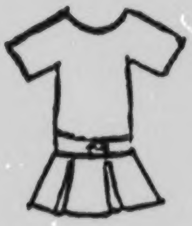


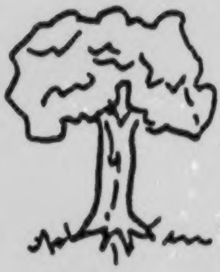


6

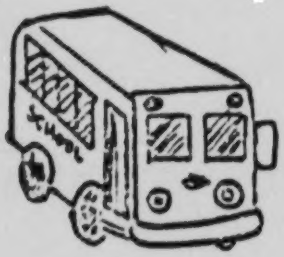


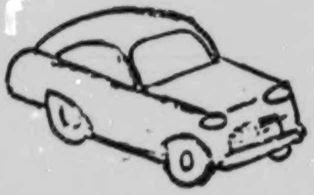


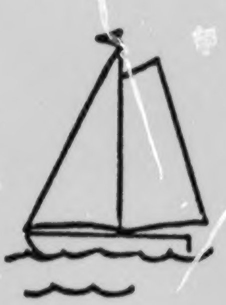


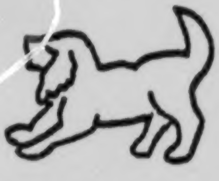


7

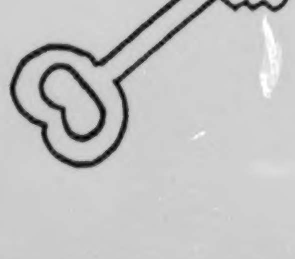


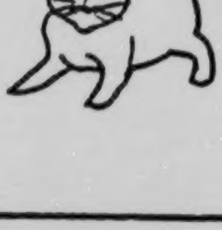


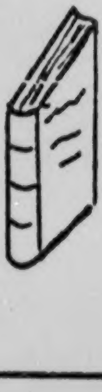


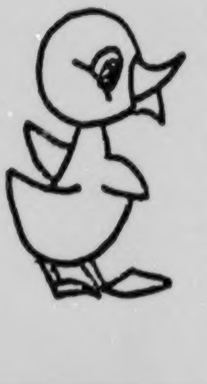


8

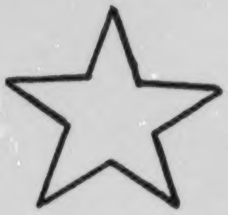
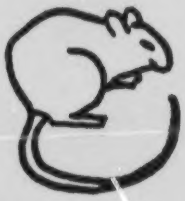
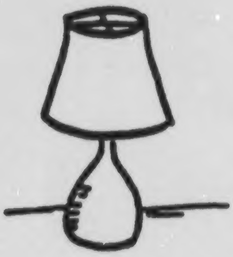
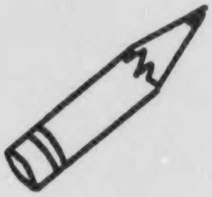




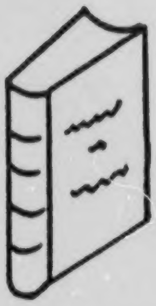
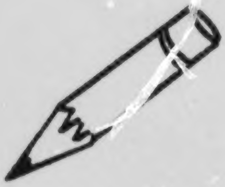
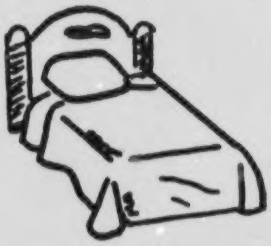
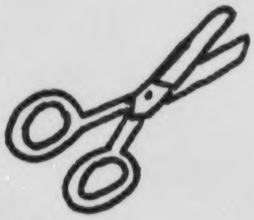




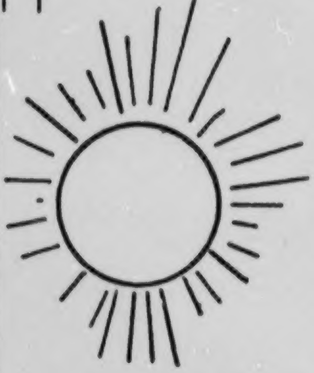
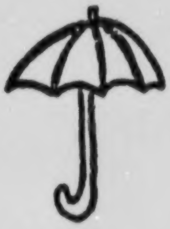
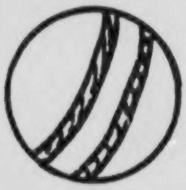
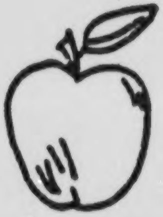
9

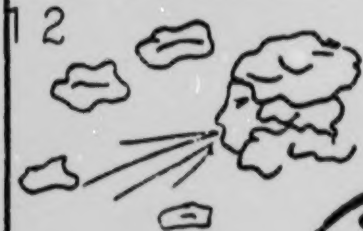
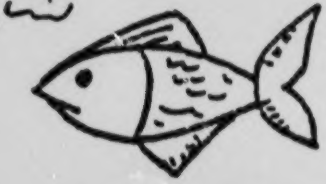
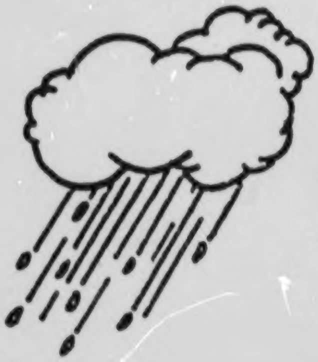
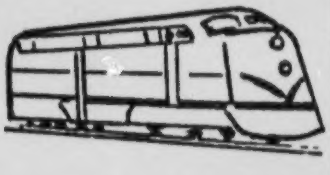
10

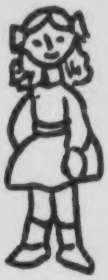
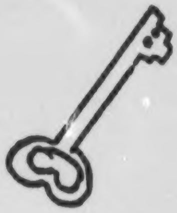
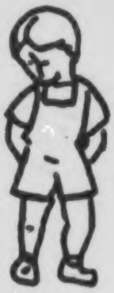
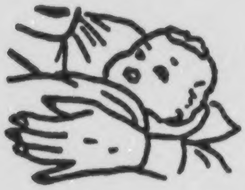
11

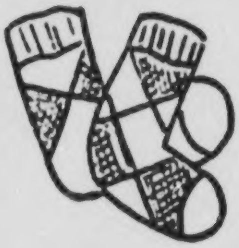
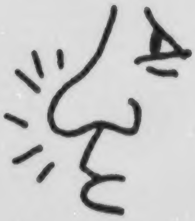
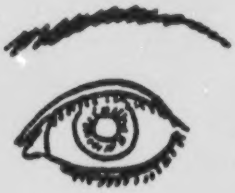
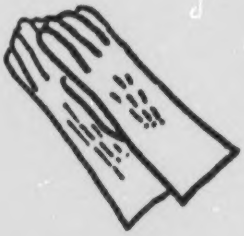
12

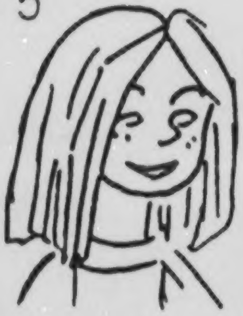
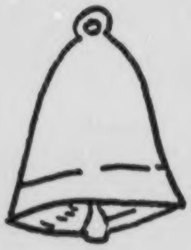
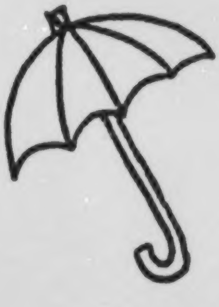
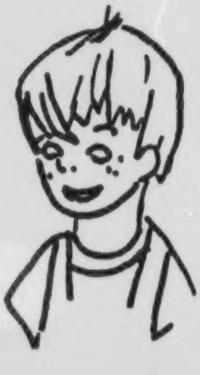
13

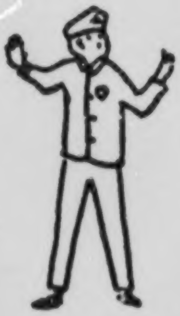
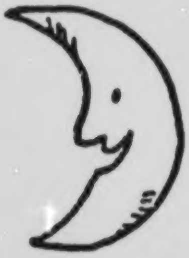
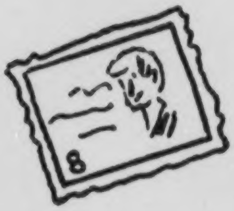
14

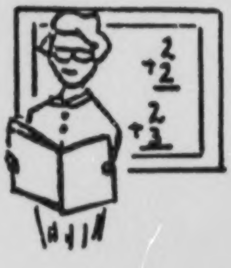





15

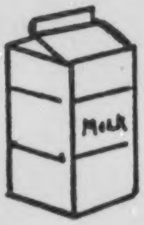





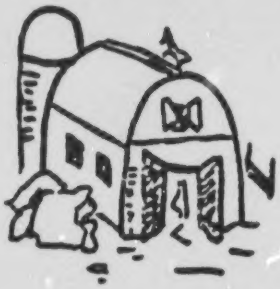
16

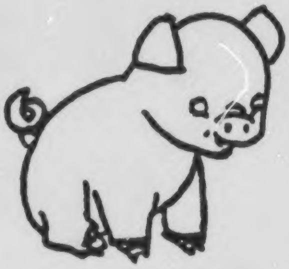




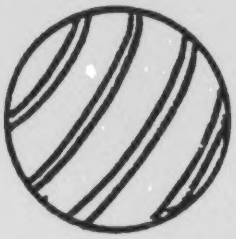


17

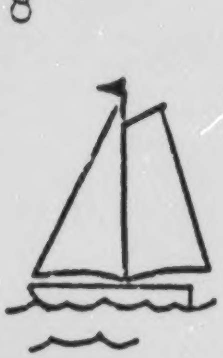


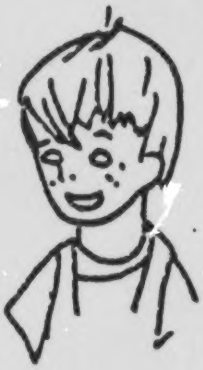


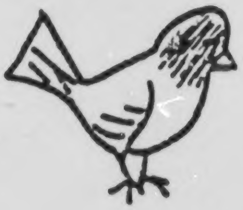


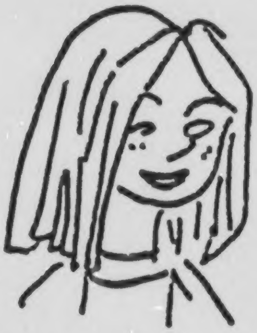


18

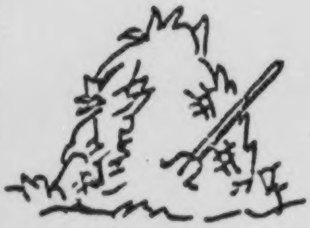


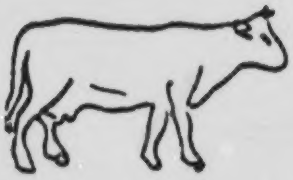


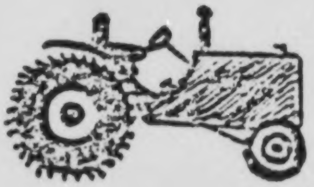


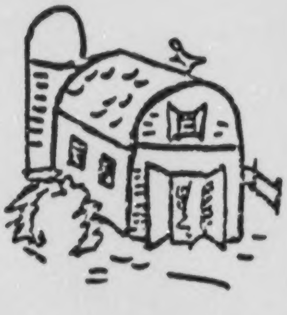


19

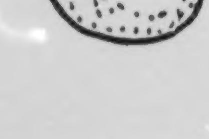


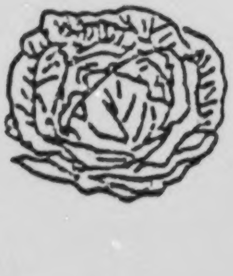


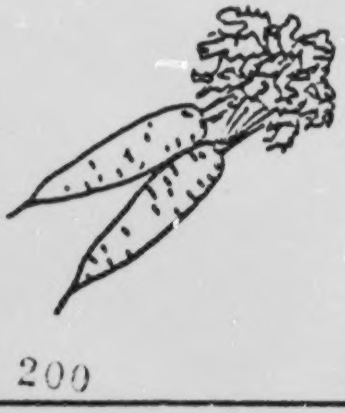


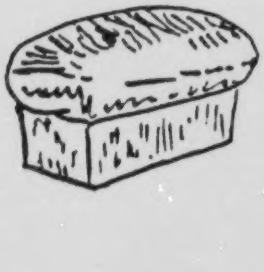


20

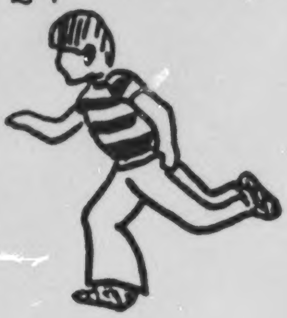
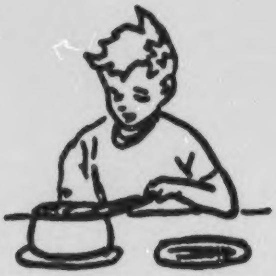
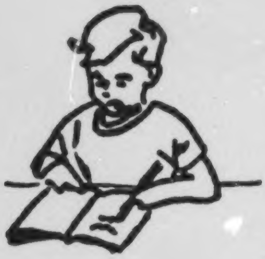
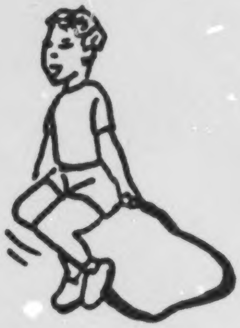




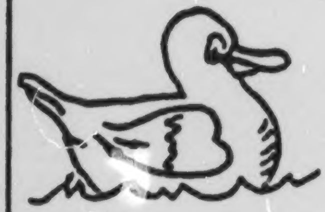
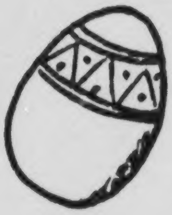
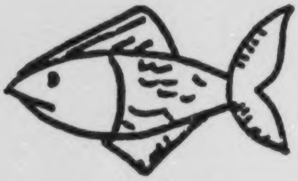
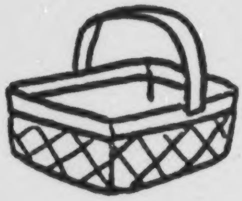




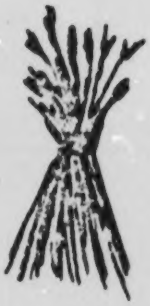
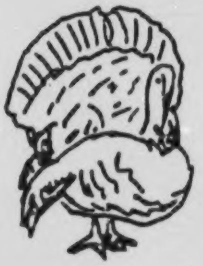
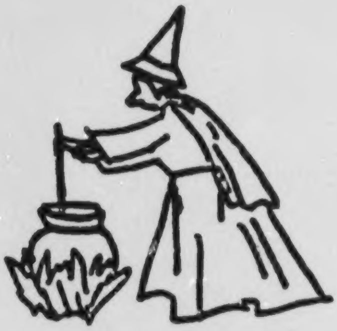
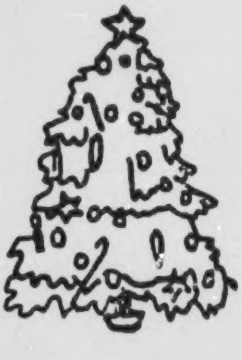
21

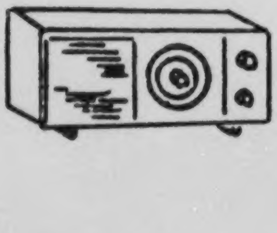
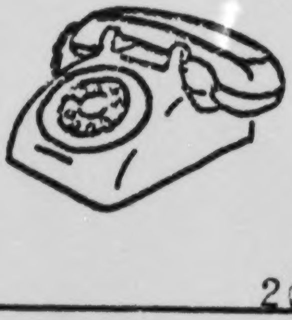
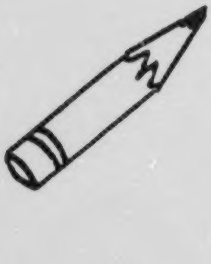
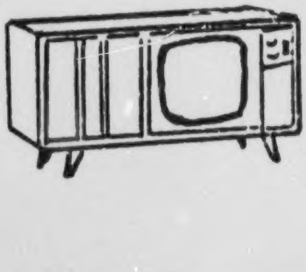
22

23

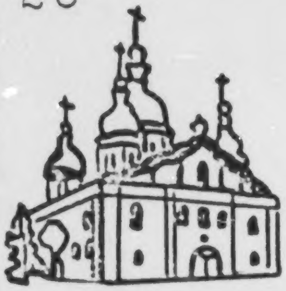
24

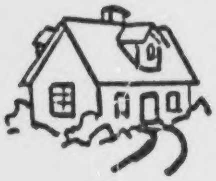





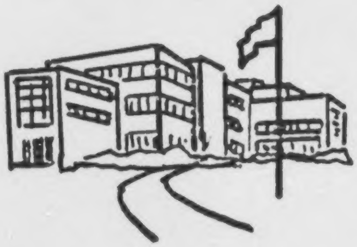
25

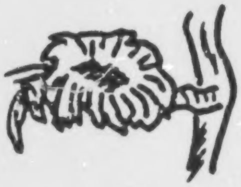
3 9 7 2

26

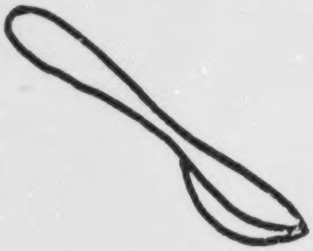


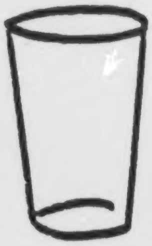


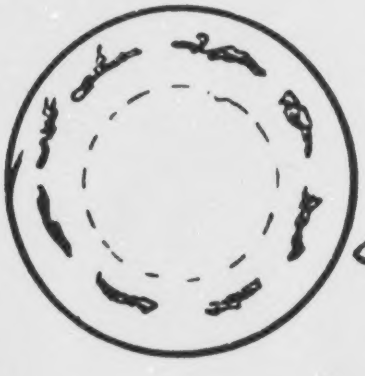


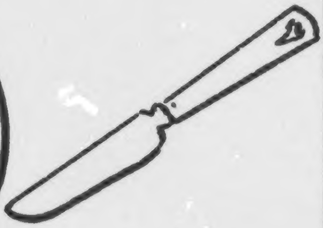


27





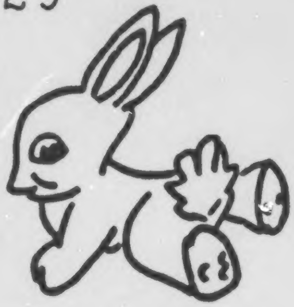


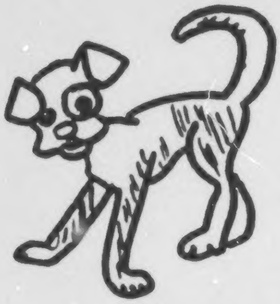


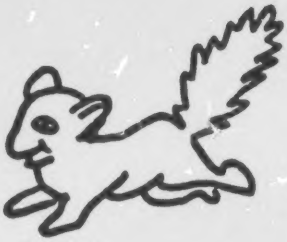
28

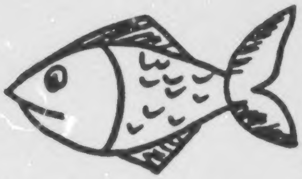
4 8 1 2

29

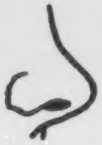


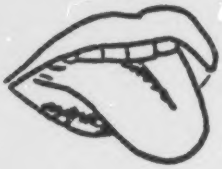


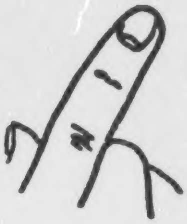


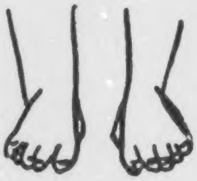


30









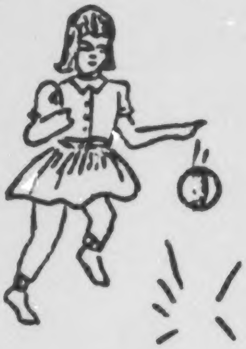
UKRAINIAN GRADE ONE SURVEY TEST
PART TWO

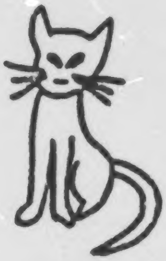
Name ____

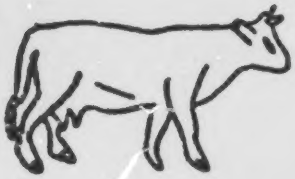
School ______________________________ Room ______

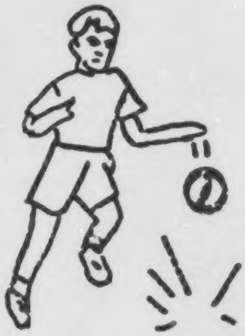
SAMPLES

D

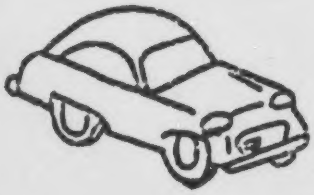


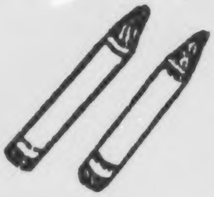


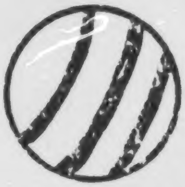


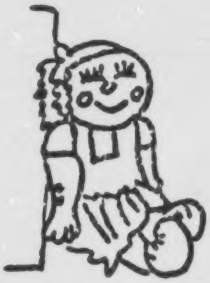


E

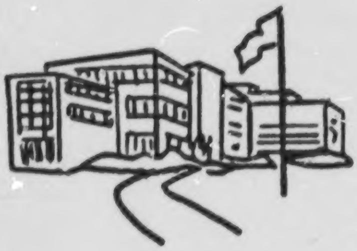


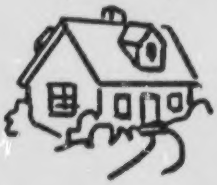


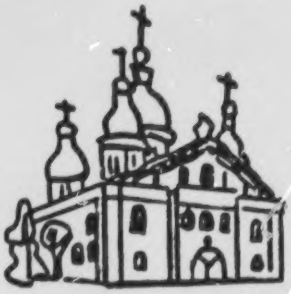


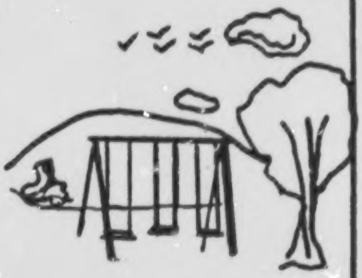


31

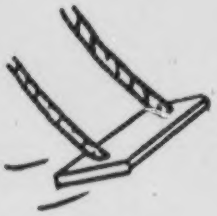


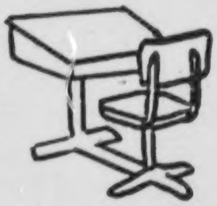


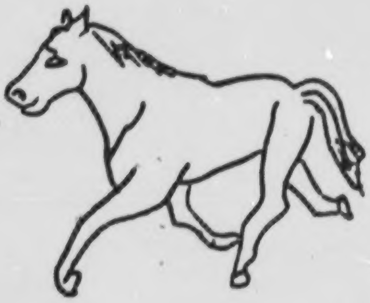


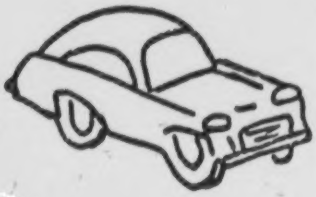


32

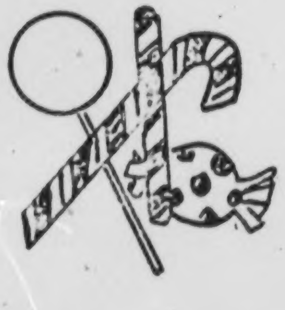


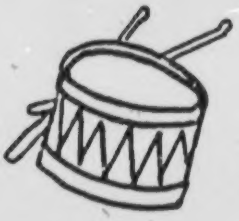


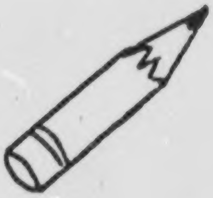


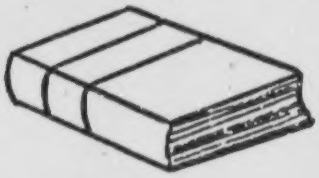


33

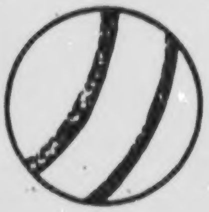


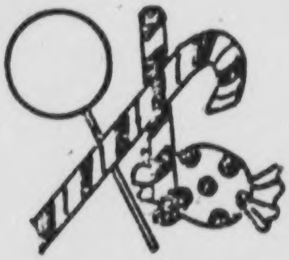


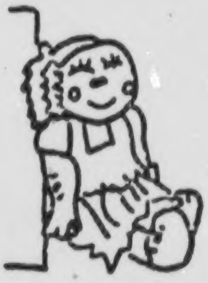


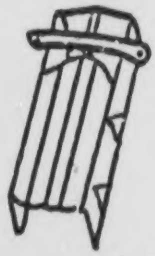


34

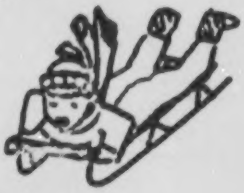
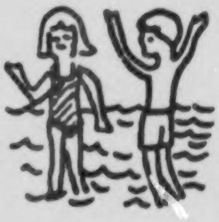
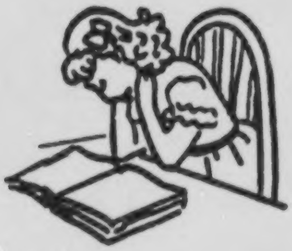
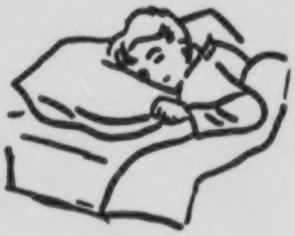




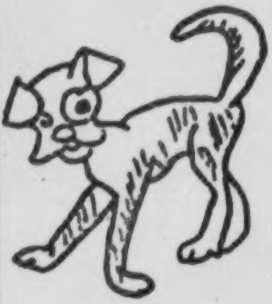
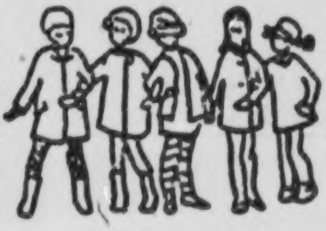
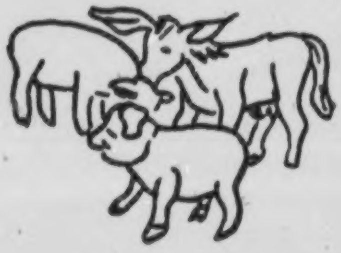
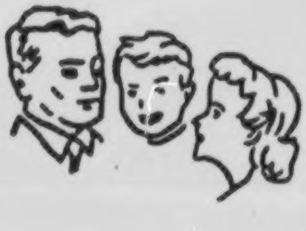




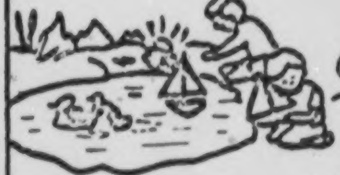
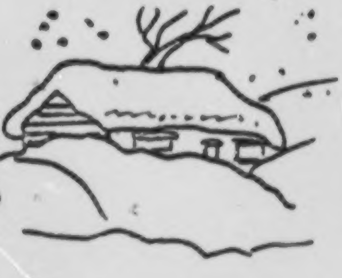
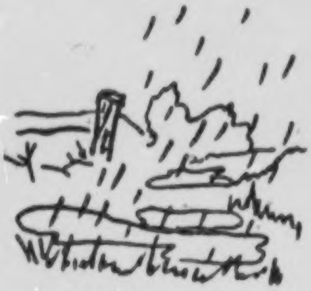
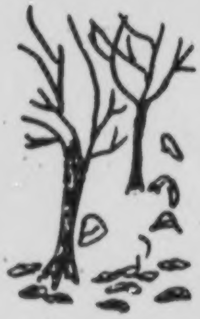
35

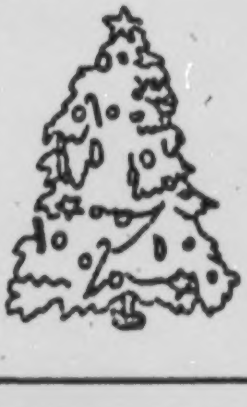
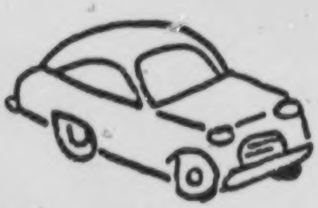
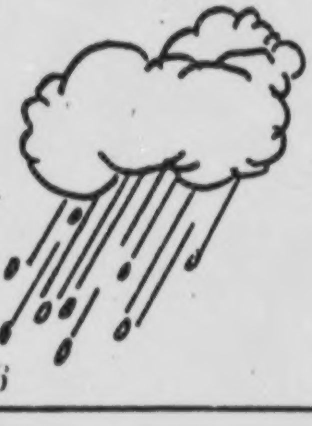
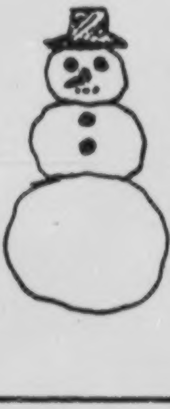
36

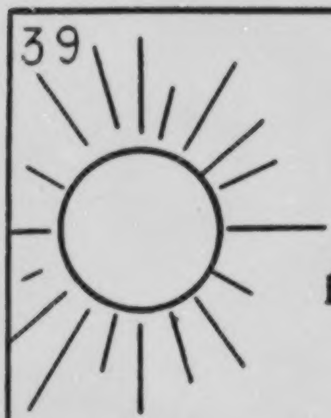
37

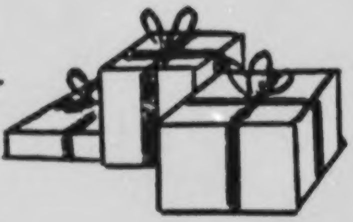





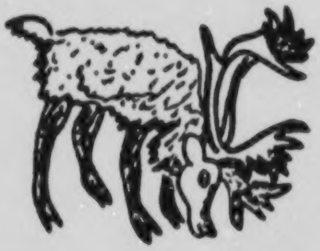
38

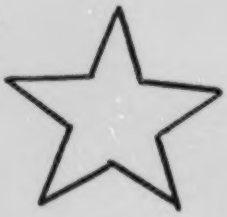





39

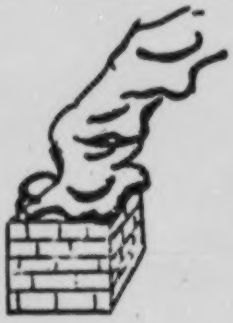


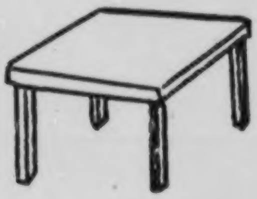


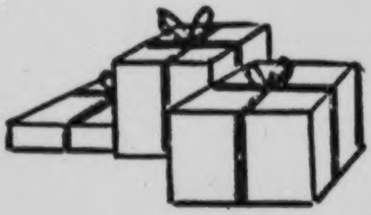


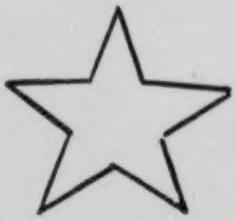


40





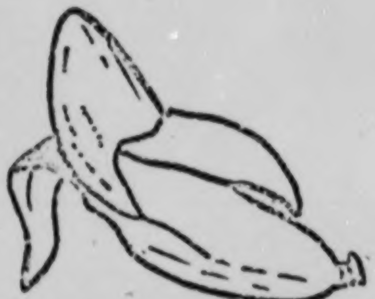




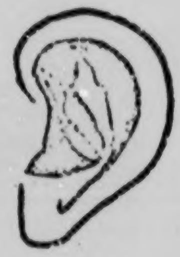
UKRAINIAN GRADE ONE SURVEY TEST
PART TWO
INDIVIDUALLY ADMINISTERED

SAMPLES

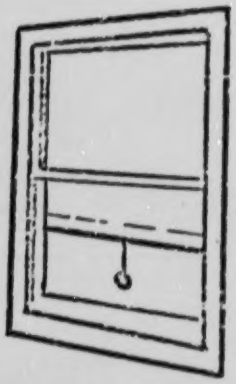
F



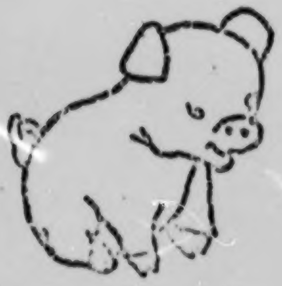
G



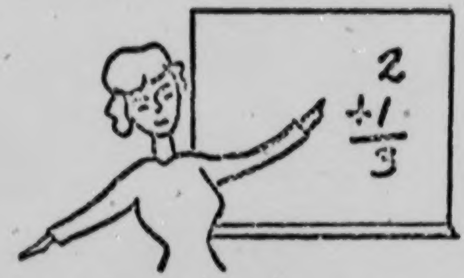
H



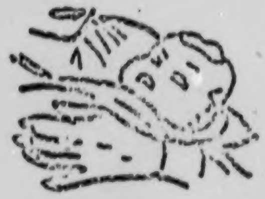
41



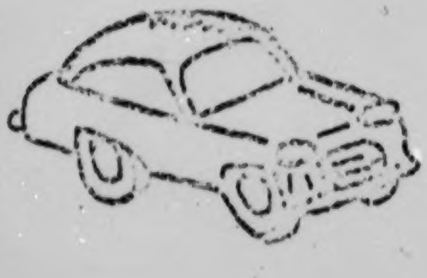
42



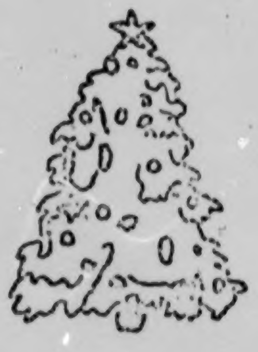
43



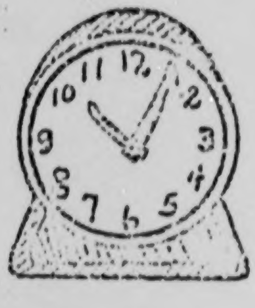
44



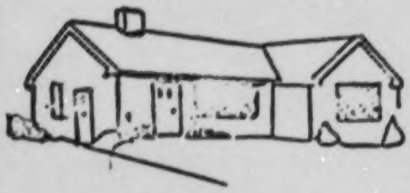
45



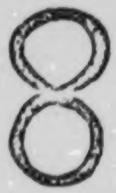
46


12
1
2
3
4
5
6
7
8
9
10
11

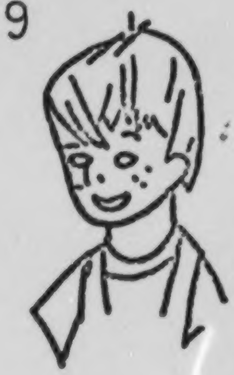
47



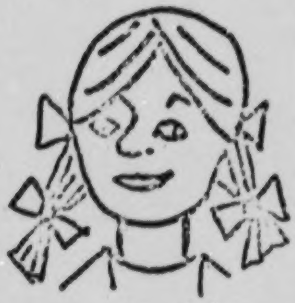
48



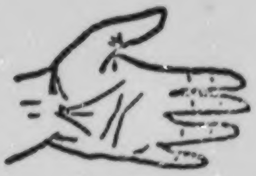
49



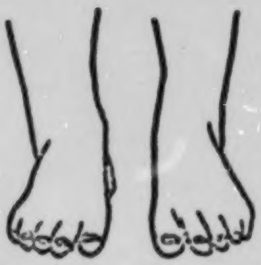
50



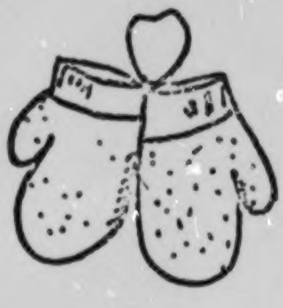
51



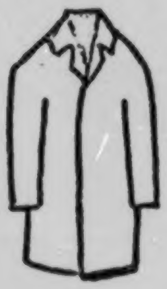
52



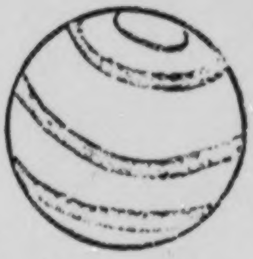
53



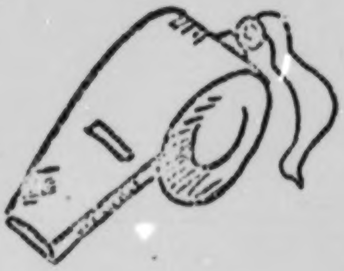
54



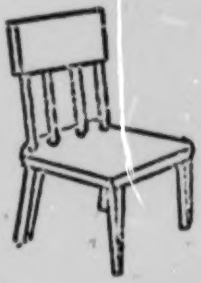
55



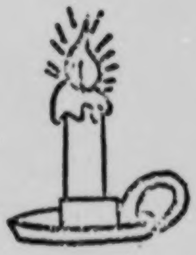
56



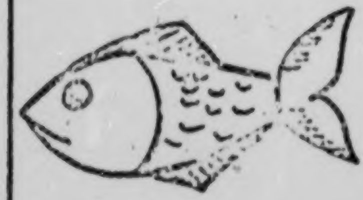
57



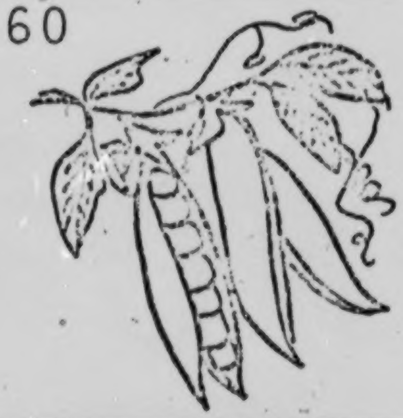
58



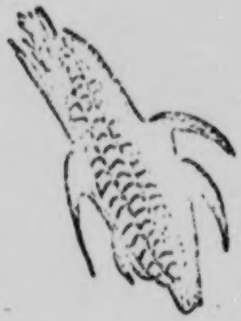
59



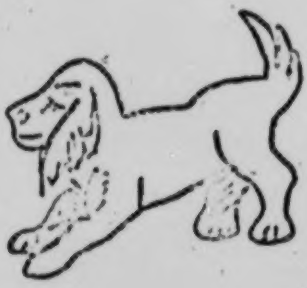
60



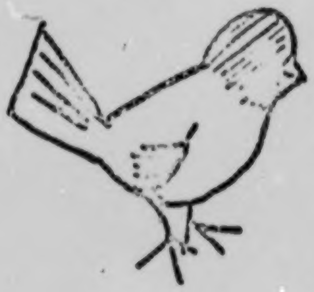
61



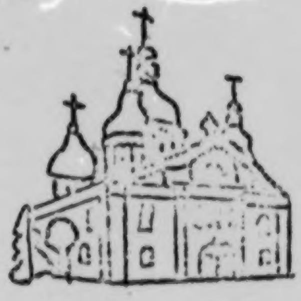
62



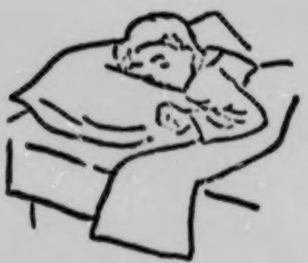
63



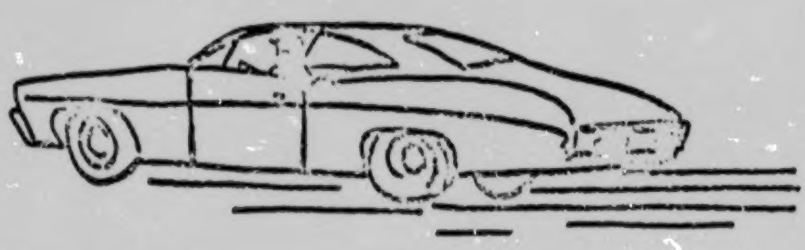
64



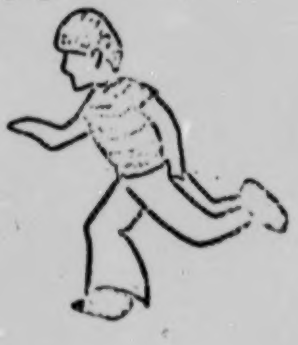
SAMPLE I



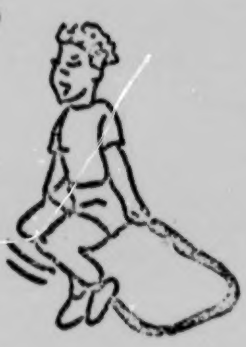
SAMPLE J



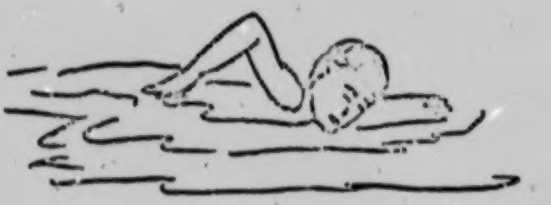
65



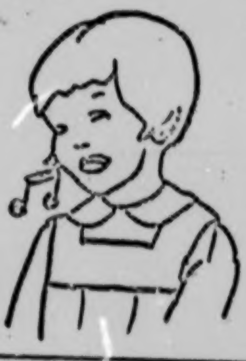
66



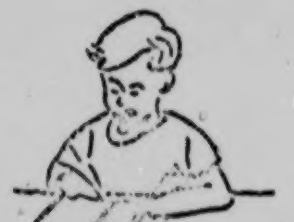
67



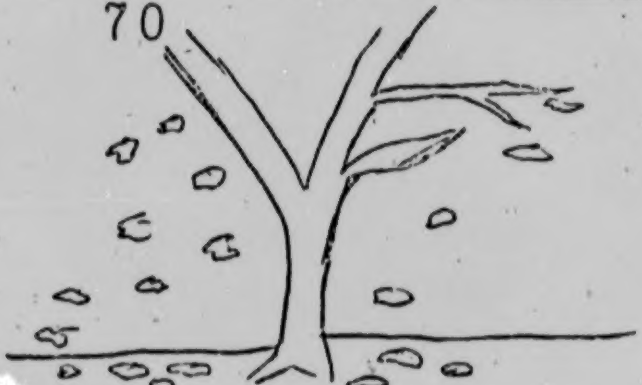
63



69



70



CLUSTER 7: Responding to Pictures

Questions 71 to 80 refer to colored pictures included in kit. Appropriate script is found in "Directions for Administering the Ukrainian Grade One Survey Test", pages 10 and 11.

CLUSTER 8: Following Instructions

Directions and script are found in "Directions for Administering the Ukrainian Grade One Survey Test", page 11.

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE TWO SURVEY TEST

To the examiner:
Have a copy of the Ukrainian Survey Test (Grade 2) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two soft lead pencils or a black crayon.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in *script*.

PART I - Pre-test warm-up review

Cluster One: Listening With Comprehension

Begin by saying:

Today we are going to play a game in Ukrainian using this picture book. Do not open your book until I tell you what to do.

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

Now open your book to the first page and fold the cover back like this so that you can see a big letter A near the top of the page.

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 1 of the booklet. Point to the first row in the test booklet.

Then say: (Sample A)

Look at the row of pictures next to the letter A. I am going to say the name of one of these pictures twice in Ukrainian. I want you to draw a circle around the picture I will name. Are you reading? Listen carefully.

кі́т .... кі́т

Which picture do you have to circle?

Pause for pupils to circle the picture.

That's right. You have to circle the picture of the cat here.

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample B)

Now find the letter B at the beginning of the next row, and look at the pictures in this row. I am going to tell you the name of one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.

де́рево .... де́рево

What picture do you circle?

Pause for pupils to respond.

> *Yes, you circle the picture of the tree.*

Demonstrate on your test booklet.

Then say:

> *Do not spend too much time drawing your circle. Remember that your circle does go around the picture.*

Check to make certain that all pupils understand the marking procedure before going on.

Then say:

> *If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.*

Demonstrate on blackboard.

Then say: (Sample C)

> *Now find the letter C at the beginning of the next row, and look at the pictures in this row. I am going to say the name of one of these pictures twice in Ukrainian. Listen carefully, and draw a circle around the picture that shows what I am saying. Are you ready?*
> *Here it is:*
> стіл .... стіл
> *What picture do you circle?*

Pause for pupils to respond.

> *That's right. You circle picture number 3 because it shows a table.*

Check once again that all pupils understand the task and how they should mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say:

> *Now turn over the page like this. You should see a number one near the top of the page.*

PAGE 1

Demonstrate and check that all pupils are on the correct page.

Then say the following for each item, filling in the blanks from the list given below.

> *Now look at the row of pictures next to the number one. Draw a circle around the picture that I say in Ukrainian.* (Read stimulus twice.)

Number (To be said out loud)	Stimulus
1. *One*	хáта
2. *Two*	прапóр
3. *Three*	язи́к
4. *Four*	кни́жка
5. *Five*	сóнце
6. *Six*	вчи́телька
7. *Seven*	сви́нка
8. *Eight*	ві́сім
9. *Nine*	мóрква
10. *Ten*	хлóпець скáче

Cluster 2: Stories

Then say:

> *Now turn the page. You should see the letter D near the top of the page.*

PAGE 4 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample D)

> *Now I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.*
>
> Я мáю сестрý.
> Ї вжé п'ять рóків.
> Вонá бáвиться м'ячéм.
>
> *Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.* (Reread story.)

Then say: (Sample D)

> *Now pick up your pencils and look at the row of pictures next to the letter D. I am going to ask a question about the story I just told you. Find the picture that shows the answer, and draw a circle around it. Here is the first question. Listen carefully.*
>
> Хто́ є моя́ сестра́?
>
> *Which picture do you have to circle?*

Pause for pupils to respond.

> *That's right. You have to circle the picture of a sister because she is a little girl.*

Demonstrate and check that all pupils understand the task.

Then say: (Sample E)

> *Now look at the row of pictures next to the letter E. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.*
>
> Чим вона́ ба́виться?
>
> *Which picture do you have to circle?*

Pause for pupils to respond.

> *That's right. You have to circle the picture of a ball because sister is playing with a ball.*

PAGE 4 **Check that all pupils are on the correct page.**

Then say:

> *I am going to read you another story. Put down your pencils and listen carefully.*
>
> В зимі є різдво. На різдво у нас є ялинка.
> На ялинці бачимо звізду.
> Під ялинкою є наші дарунки.
>
> *Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.*

Item (11)

> *Now pick up your pencils and look at the row of pictures next to the number 11. Circle the picture which shows the answer to the question:*
>
> Коли́ є різдво́?

Pause for pupils to respond.

Item (12)

> *Now look at the row of pictures next to the number 12. Circle the picture that shows the answer to the question:*
>
> Що є в ха́ті на різдво́?

Pause for pupils to respond.

Item (13)

Now look at the row of pictures next to the number 13. Circle the picture that shows the answer to the question:

Котра ялинка має звізду?

Pause for pupils to respond.

Item (14)

Now look at the row of pictures next to the number 14. Circle the picture that shows the answer to the question:

Що є пі́д яли́нкою?

Pause for pupils to respond.

Cluster 3: Selecting Action Pictures

Item (15)

Now look at the row of pictures next to the number 15. Circle the picture that shows the answer to the question:

Де є яли́нка?

Now turn over the page like this. You should see a letter F near the top of the page.

Sample F

Look at the row of pictures next to the letter F. We are going to play an 'action picture' game. I want you to pick out and circle the picture that shows the action I say in Ukrainian. I will do one with you so you will know what to do. Хло́пець спи́ть.

Pause for pupils to respond.

That's right. You have to circle the picture of the boy sleeping.

Now we will do five more questions the same way.

Pause for pupil to respond between each question.

16. Хло́пець стої́ть.
17. Ді́вчина п'є во́ду.
18. Ді́вчина чита́є.
19. Хло́пець пи́ше.
20. Ді́вчина пли́ває.

Now close your books and put your pencils down.

PART 2

Cluster 4: Listening With Comprehension

Begin by saying:

> *Today we are going to play a game in Ukrainian using this picture book. Do not open your book until I tell you what do do.*

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

> *Now open your book to the first page and fold the cover back like this so that you can see a big letter G near the top of the page.*

Demonstrate by using a copy of the test booklet. Make certain that the pupils are at page 8 of the booklet. Point to the first row in the test booklet.

Then say: (Sample G)

> *Look at the row of pictures next to the letter G. I am going to say the name of one of these pictures twice in Ukrainian. I want you to draw a circle around the picture I will name. Are you ready? Listen carefully.*
>
> м'яч ....м'яч
>
> *Which picture do you have to circle?*

Pause for pupils to circle the picture.

> *That's right. You have to circle the picture of the ball here.*

Demonstrate by drawing a bold line around the picture, making certain that all pupils understand what has been done.

Then say: (Sample H)

> *Now find the letter H at the beginning of the next row, and look at the pictures in this row. I am going to tell you something that is happening in one of these pictures in Ukrainian and I want you to draw a circle around the picture I name. Listen carefully.*
>
> Хло́пець чита́є.
>
> *What picture do you circle?*

Pause for pupils to respond.

> *Yes, you circle the picture of the little boy reading.*

Demonstrate on your test booklet.

Then say:

> *Do not spend too much time drawing your circle. Remember that your circle does go around the picture.*

Check to make certain that all pupils understand the marking procedure before going on.

Then say:

> *If you draw a circle around a picture and then want to change it, make a big cross on it. Then draw a circle around the right picture. Only one picture in each row should have a circle since there is only one right answer.*

Demonstrate on blackboard.

Check once again that all pupils understand the task and how they should mark their answers. Beyond this point, pupils should receive no help answering any question.

For each question, read the directions distinctly in a normal speaking voice.

Allow a maximum of fifteen seconds for pupils to complete each item.

Read the number for each question aloud, and make sure all pupils are working at the same number.

Then say the following for each item, filling in the blanks from the list given below:

> *Now look at the row of pictures next to the number 21. Draw a circle around the picture that I say in Ukrainian.*

Number (To be said out loud)	Stimulus
21. Twenty-one	лі́нійка
22. Twenty-two	ли́стонош
23. Twenty-three	лі́так
24. Twenty-four	весе́лий /хло́пець/
25. Twenty-five	колі́но
26. Twenty-six	дзе́ркало
27. Twenty-seven	заміта́с
28. Twenty-eight	ка́мінь
29. Twenty-nine	черепа́ха
30. Thirty	да́х

Cluster 5: Stories

Then say:

> *Now turn the page. You should see the letter I near the top of the page.*

PAGE 11 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample I)

Now I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.

Тара́с має́ кни́жку. Одна́ сторі́нка ма́є пе́сика а дру́га
ма́є ки́цю. Тара́с лю́бить чита́ти цю кни́жку.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread the story.)

Then say: (Sample I)

Now pick up your pencils and look at the row of pictures next to the letter I. I am going to ask a question about the story I just told you. Find the picture that shows the answer and draw a circle around it. Here is the first question. Listen carefully.

Що Тара́с ма́є?

Which picture do you have to circle?

Pause for pupils to respond.

That's right. You have to circle the picture of a book because that is what he has.

Then say: (Sample J)

Now look at the row of pictures next to the letter J. I am going to ask you another question about the story. Find the picture that shows the answer, and draw a circle around it. Listen carefully.

Що Тара́с лю́бить роби́ти?

Which picture do you have to circle?

Pause for pupils to respond.

Then say: (Sample J)

That's right. You have to circle the picture of a little boy reading because that's which he likes to do.

PAGE 11 Check that all pupils are on the correct page. Then say:

I am going to read you a short story in Ukrainian. I want you to put down your pencils and listen very carefully. When I am finished, I will read it one more time so that you understand it very well. Then I will ask you questions about it. Now listen carefully to the story. I will read it twice.

Ле́ся і Оле́нка пішли́ до крамни́ці. В крамни́ці вони́
купи́ли - оди́н м'я́ч, цуке́рки й олі́вець.

Item (31)

Now pick up your pencils and look at the row of pictures next to the number 31. Circle the picture which shows the answer to the question:

Хто пішо́в до крамни́ці?

Pause for pupils to respond.

Item (32)

Now look at the row of pictures next to the number 32. Circle the picture that shows the answer to the question:

Куди́ Ле́ся і Оле́нка пішли́?

Pause for pupils to respond.

Item (33)

Now look at the row of pictures next to the number 33. Circle the picture that shows the answer to the question:

Що Ле́ся і Оле́нка купи́ли в крамни́ці?

Pause for pupils to respond.

PAGE 12

Then say

I am going to read you another story. Put down your pencils and listen carefully.

Андрі́й і Васи́лько купи́ли де́рево. Вони́ тепе́р працю́ють.
Андрі́й ви́копав я́мку. Васи́лько помага́є сади́ти де́рево.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story.

Item (34)

Now pick up your pencils and look at the row of pictures next to the number 34. Circle the picture which shows the answer to the question:

Що хло́пці купи́ли?

Pause for pupils to respond.

Item (35)

Now look at the row of pictures next to the number 35. Circle the picture that shows the answer to the question:

Що Андрі́й зроби́в?

Pause for pupils to respond.

PAGE 13. Check that all pupils are on the correct page.

Item (36)

Now look at the row of pictures next to the number 36. Circle the picture that shows the answer to the question:

Що Васи́лько роби́ть?

Pause for pupils to respond.

Then say:

I am going to read you another story. Put down your pencils and listen carefully.

Дід і ба́ба живу́ть на фа́рмі.
Вони́ ма́ють бага́то твари́н.
В них є коро́ви, ко́ні, ку́ри та сви́ні.
Дід і ба́ба працю́ють на фа́рмі.
Вони́ працю́ють ра́но.

Now I will read the story again. Keep your pencils on the desk. Listen carefully. Try to remember the story. (Reread story.)

Item (37)

Now pick up your pencils and look at the row of pictures next to the number 37. Circle the picture which shows the answer to the question:

Де баба і дідо живуть?

Pause for pupils to respond.

Item (38)

Now look at the row of pictures next to the number 38. Circle the picture that shows the answer to the question:

Яка́ твари́на живе́ на фа́рмі?

Pause for pupils to respond.

Item (39)

Now look at the row of pictures next to the number 39. Circle the picture that shows the answer to the question:

Що дід і ба́ба ро́блять на фа́рмі?

Pause for pupils to respond.

Item (40) Page 14

Now look at the row of pictures next to the number 40. Circle the picture that shows the answer to the question:

Коли́ вони́ працю́ють на фа́рмі?

Pause for pupils to respond.

Cluster 6: Reading Readiness; Beginning Sounds

Then Say:

Now turn the page. You should see the letter M near the top of the page.

PAGE 15 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Then say: (Sample K)

Look at the row of pictures next to the letter M. Circle the pictures that begin with the letter given in each row.
Let's do samples K and L together.

Check that the correct responses are marked and students understand what to do.

Then say:

Do the next 6 questions, numbers 41 to 46 by yourself.

Cluster 7: Reading Readiness; Beginning Sounds and Ending Sounds

Then say:

Now turn the page. You should see the number 17 near the top of the page.

PAGE 17 Check that all pupils are on the correct page.

Demonstrate by using a copy of the test booklet. Make certain the pupils are at the correct page.

Than say: (Sample M)

Look at the picture shown. Write in the boxes the beginning sound and the ending sound of the object shown.
Let's do samples M and N together.

Check that the correct responses are marked and students understand what to do.

Then say:

Do the next 6 questions, numbers 47 to 52 by yourself.

When the students have finished question 52 say:

Now close your booklets and put your pencils down.

SCORING GUIDELINES, GROUP PART 1 and 2

1. All student responses, questions 1-40, should be transferred as A, B, C or D to the appropriate answer sheet.

2. For Cluster 6 and 7 the student's actual responses will not be recorded on the answer sheet. In Cluster 6 mark A on the answer sheet if all the appropriate objects for a question are circled, mark B on the answer sheet if a partial set of objects for a question are circled and mark C if all responses are incorrect or there is no response.. In Cluster 7 mark A if both the beginning and ending sound for a question are correct, mark B if either is incorrect or missing and mark C if both are incorrect or missing.

BEGINNING OF INDIVIDUAL TESTING

The examiner has the pictures and answer sheet for this part of the test on the testing table.

Begin by saying:

> *Now we are going to play a naming game. I am going to show you a picture and I want you to tell me what it is in Ukrainian.*
>
> *I am going to do one of them with you to show you what to do.*

Sample 0 - show picture of wagon

Then say:

> *Tell me, in Ukrainian, what do you see?*

Pause for pupil to respond.

> *That's right, it is a* візо́к

For questions 41 to 60 the examiner will show the picture, wait for child to respond for 15 seconds and then proceed with the next picture. The examiner will mark A on the answer sheet for a correct response and mark B on the answer sheet for an incorrect response.

Cluster 1: Individual Testing - Naming

	Do not read	Stimulus
53.	bicycle	ро́вер/велоси́пед
54.	forty-seven	со́рок-сім
55.	a train running	по́їзд (їде)/по́тяг
56.	nurse	ме́дсестра́
57.	bedroom	спа́льня
58.	lamb	ягня́ (ягня́тко)
59.	ill	слаби́й/хво́рий
60.	store	крамни́ця
61.	fireman	поже́жник
62.	rain falling	дощ іде́
63.	he is taking a bath	хло́пець/він купа́сться
64.	lightning	бли́скавка
65.	child brushing her hair	дити́на че́ше воло́сся
66.	child swinging	дити́на го́йда́ється
67.	vegetables	ярина́/горо́дина
68.	Ukrainian St. Nicholas	Святи́й Микола́й
69.	fat (as in person) compared to thin	груби́й/ситий
70.	long pencil	до́вгий оліве́ць
71.	ghost	дух
72.	night	ніч

Cluster 2: Individual Testing - Responding to Pictures

The examiner organizes picture card #1 and answer sheet for this part of the test.

Begin by saying:

> *I am going to show you a set of pictures and I want you to tell me a story about them.*

Examiner shows set of pictures. Pause for student to respond. If student does not respond, the examiner then asks these questions in order to get some response.

73. Що хлопець робить?
    Що дівчина робить?
    Яка пора дня?

74. Що хлопець робить?
    Що дівчина робить?
    В котрій кімнаті вони?

75. У вечері діти їдять вечеру.
    Що вони їдять вранці?

76. Куди діти йдуть?
    Яка пора року?

77. Що хлопець робить?
    Де він є?

If the student's answer to the three questions are score A in question 73. If the student does not answer all three questions score B in question 73.	Хлопець встає. Дівчина спить. Рано/ранок.
If the student's answer to the three questions are score A in question 74. If the student does not answer all three questions score B in question 74.	Хлопець сидить/чекає. Дівчина миється. Вони в лазничці.
If the student's answer to the two questions are score A in question 75. If the student does not answer all two questions score B in question 75.	Вони снідають. Вони їдять сніданок.
If the student's answer to the two questions are score A in question 76. If the student does not answer all two questions score B in question 76.	Діти/вони йдуть до школи. Осінь.
If the student's answer to the two questions are score A in question 77. If the student does not answer all two questions score B in question 77.	Хлопець пише/рисує/друкує на таблиці. Він в класі/в школі.

The examiner organizes picture card #2 and answer sheet for this part of the test.

Then say:

> *Now I am going to show you another picture and I want you to answer in Ukrainian the following questions about the picture.*

Examiner shows picture of Ukrainian Easter - Family Going to Church. After 30 seconds the examiner asks the following questions. A correct response is recorded [illegible] incorrect response is recorded as a B.

78. Яка́ то пора́ дня? (ра́но)

79. Яке́ то свя́то? (Вели́кдень)

80. Куди́ роди́на ї́де? (до це́ркви)

81. Чого вони йдуть до церкви з кошиком?

82. Що вони́ несу́ть в ко́шику? (па́ска, писа́нка, ковбаса́, ба́бка,
ки́шка, яйце́, ма́сло, хрін, сі́ль, ши́нка)

(the child must name the two underlined foods plus any one other.)

Cluster 3: Individual Testing - Oral Conversation

This section would be free flowing. If the conversation needs direction the following key questions may be incorporated into the conversation. Mark A if response is complete sentence, mark B if response is isolated word and mark C if there is no response.

Warm-up: Greeting (no mark) Добри́день! Про́шу сі́дати. Як ти назива́єшся?
Я назива́юся ......

83. Хто твоя́ учи́телька?

84. Що ти лю́биш роби́ти в шко́лі?

85. Скі́льки тобі́ ро́ків?

86. Хто нале́жить до твоє́ї роди́ни?

87. Що твоя родина робить в зимі?

Cluster 4: Individual Testing - Oral Reading

The following materials should be available on tester's table: reading selections and score sheet. The examiner will ask the pupil to read simple words, short phrases and then a little passage. Allow student 30 seconds to respond to task, then mark down how correct response was on the answer sheet. The examiner should mark A if the response is correct, mark B if the response is partially correct and mark C if the response is incorrect or if there is no response. The entire word, phrase or sentence must be correct for the mark A. The examiner says to the student:

> *Let's see how many of these words and sentences we can read. We will read the first one together.*
>
> *Sample:* мама *(mother)*

88. мак
89. дощ
90. фарба
91. швидко
92. Сірко
93. дивись
94. біжи
95. горох
96. шапка
97. лікар
98. два авта
99. малий песик
100. зелений листок
101. добрий ранок
102. він пише
103. Рома і Тома є в школі.
104. Тут тепло і гарно.
105. На дворі зимно.
106. Вони їдять.
107. Черепаха їсть яблуко.

PART 3

Cluster 5: Individual Testing - Writing

Child is to have choice of either printing or writing.

Begin by saying:

> *Now we are going to play a writing game. Place a check mark in the YES box if you can write or print Ukrainian. Place a check mark in the NO box if you cannot write or print Ukrainian. I am going to ask you to print a letter or word in Ukrainian and let's see how many we can remember. I am going to do two of them with you to show you what to do.*

Sample P

Then say:

> *Write in Ukrainian the letter "A" for me.* (sounds to be said in Ukrainian)

Pause for pupil to respond.

> *That's right, that is an A.*

Sample Q

Then say:

> *Now write in Ukrainian the letter "C" for me.* (sounds to be said in Ukrainian)

Pause for pupil to respond.

> *That's right that is a "C".*

From now on you are on your own. Let's see how many you can remember.

For questions 108to 127 the examiner will say the name of the letter in Ukrainian or the Ukrainian word, wait for pupils to respond for 15 seconds and then proceed with the next question. The examiner will mark A on the answer sheet for a correct response and Mark B on the answer sheet for an incorrect response. Repeat each letter, word or phrase twice.

108. б
109. і
110. п
111. д
112. н
113. ж
114. и
115. ц
116. г
117. щ
118. тут
119. син
120. чоловік
121. мороз
122. песик
123. там тато
124. наша школа
125. моя мама
126. У кімнаті тепло.
127. Оленко, де ти?

PART 3: Group Administered

Cluster 6: Silent Reading

This section is a group administered section where the student proceeds independently until he has answered all the questions.

Then say:

> *This part of the exercise you will do by yourself. Read each story and then answer the questions. Pick the answer to the question by circling the letter next to the answer. The first set of questions have pictures for answers and the next two sets have sentences in Ukrainian for answers.*

Give the students the test booklet Part 3, questions 128 - 137. The students should have a maximum of 15 minutes to complete these questions.

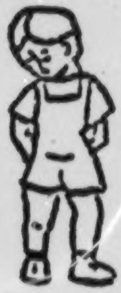
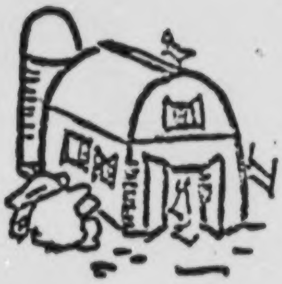
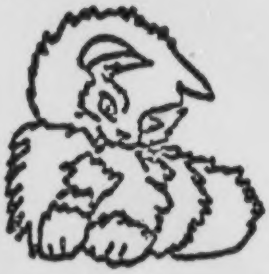
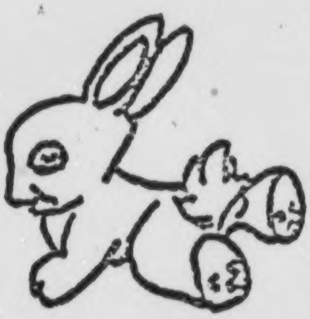
UKRAINIAN GRADE TWO SURVEY TEST
PART ONE

Name ______________________________

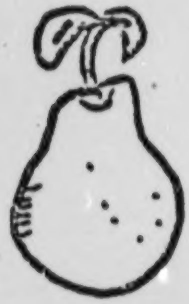
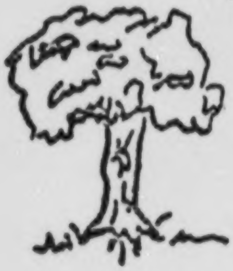
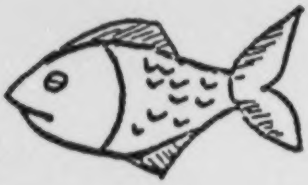
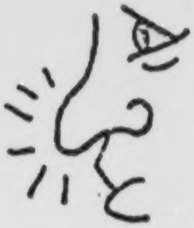
School ______________________ Room ______

SAMPLES

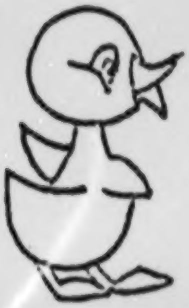
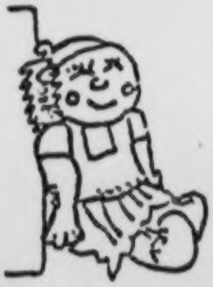
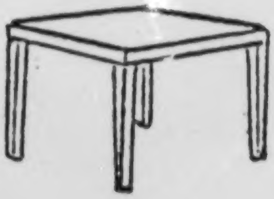
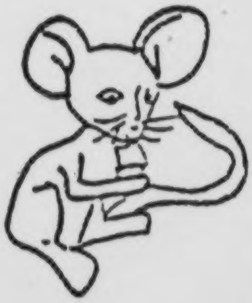
A

B

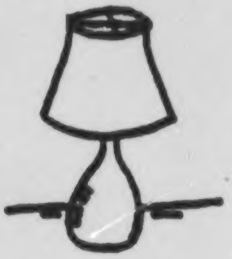
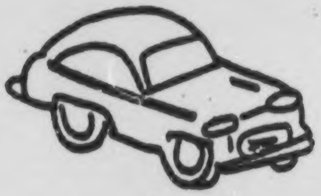
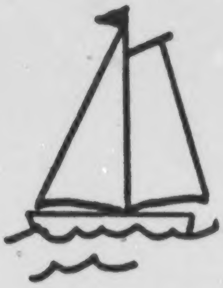
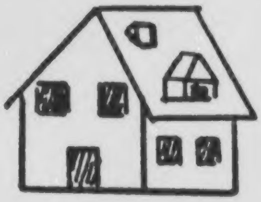





C

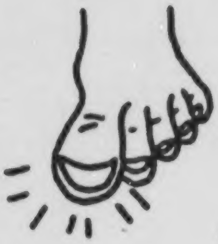
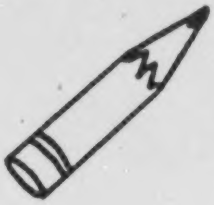
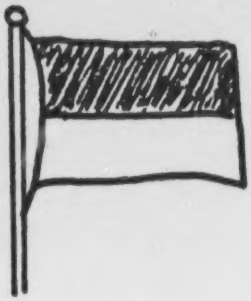
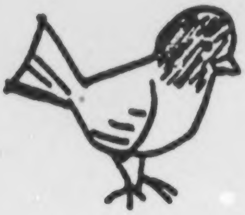





1

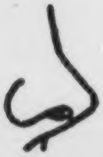
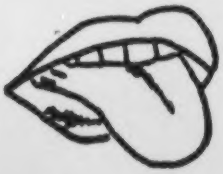
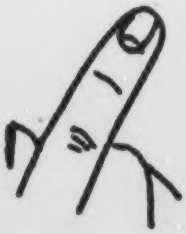
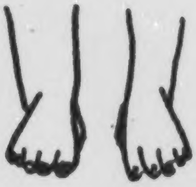
1

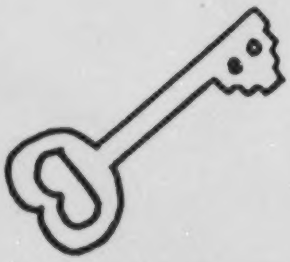
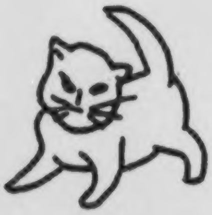
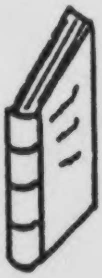
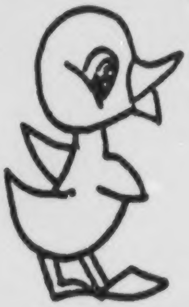
2

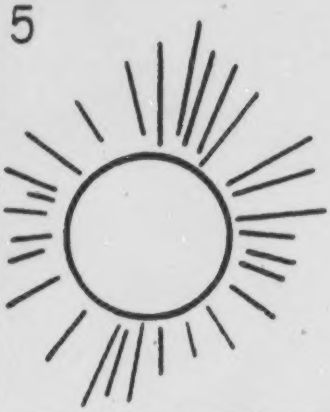
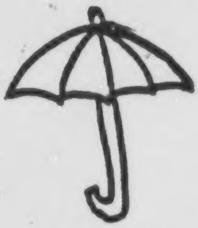
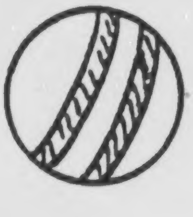
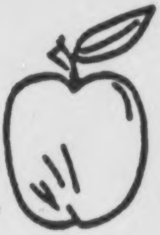
3

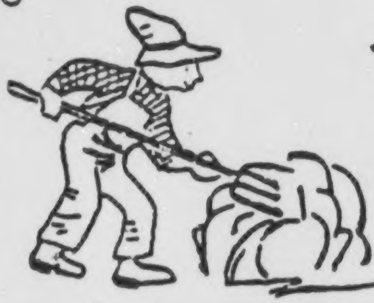
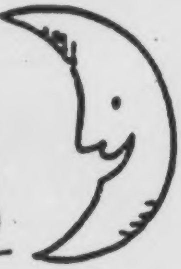
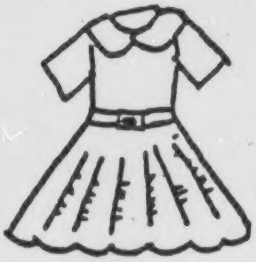
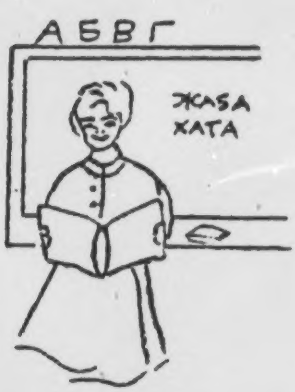
4

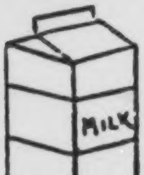
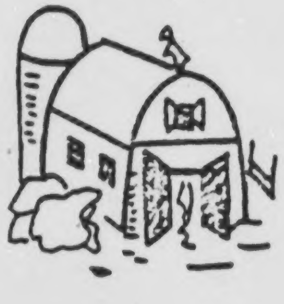
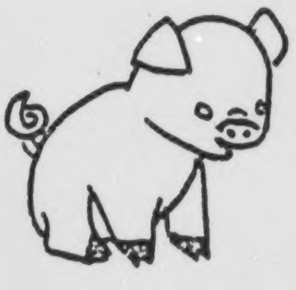
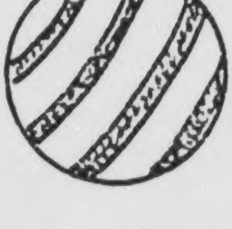
5

6





АБВГ
ЖАБА
ХАТА

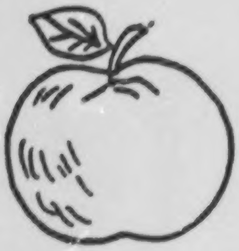
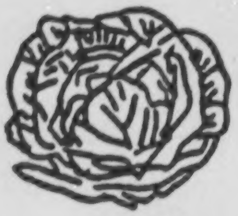
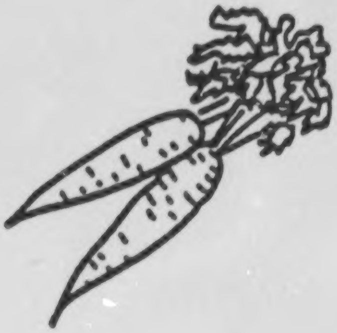
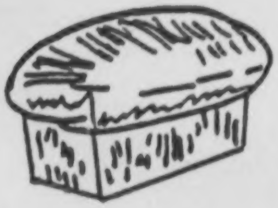
7

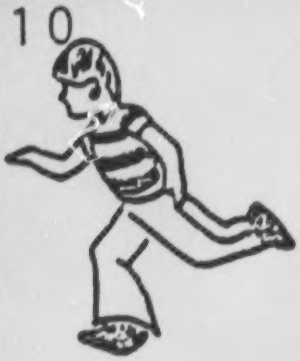
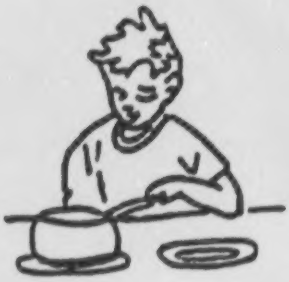
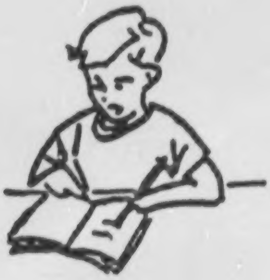
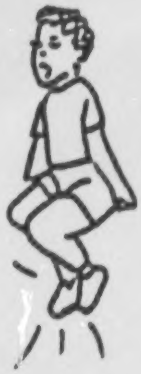
8

4 8 1 5

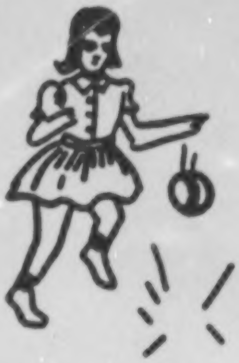
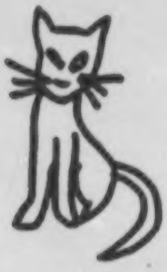
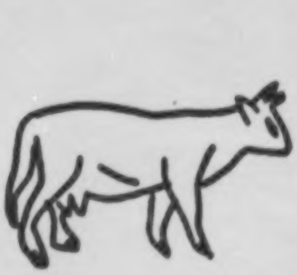
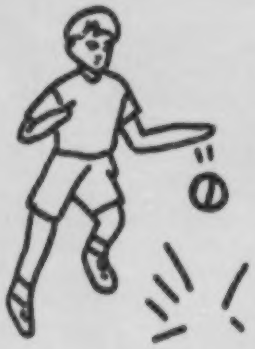
9

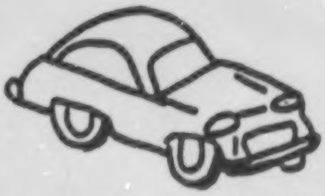
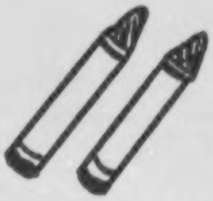
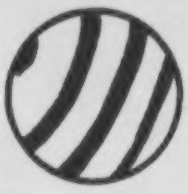
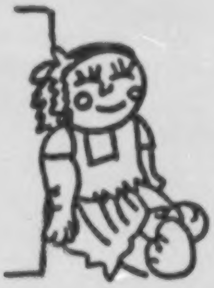
10

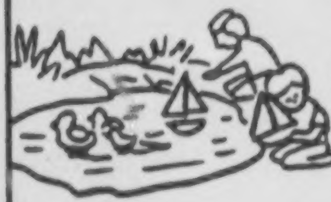
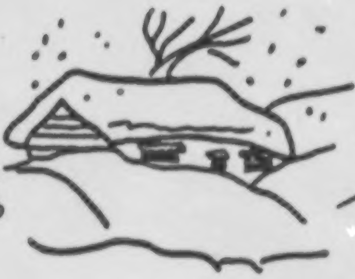
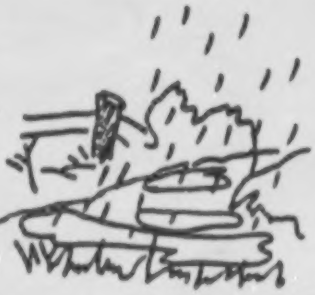
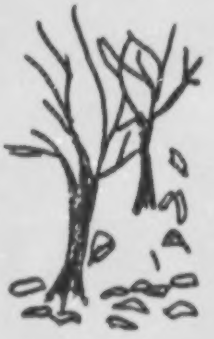
D

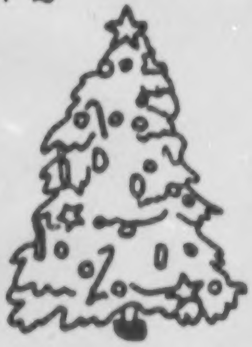
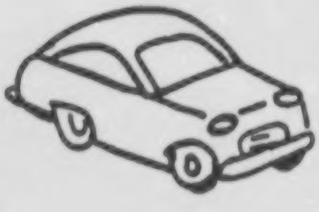
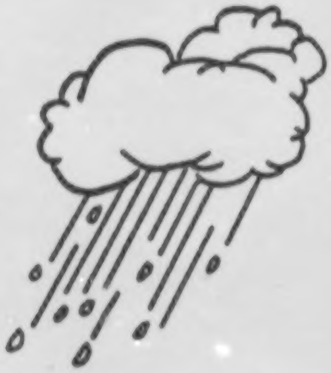
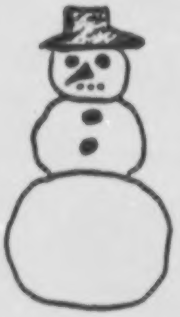
E

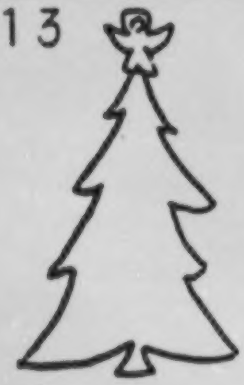
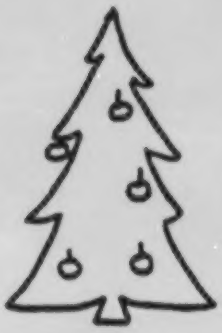
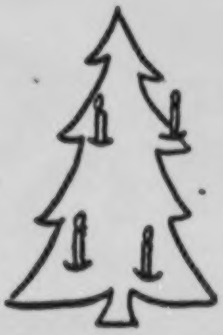
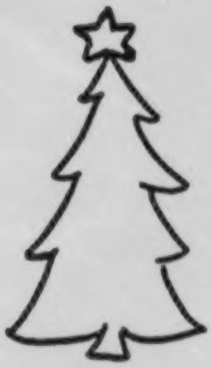
11

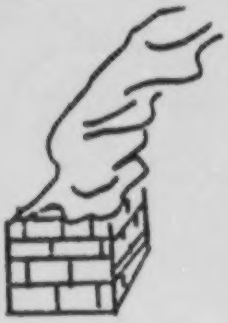
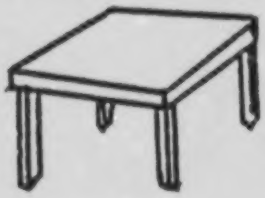
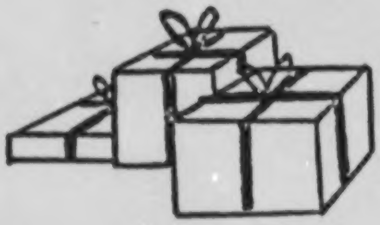
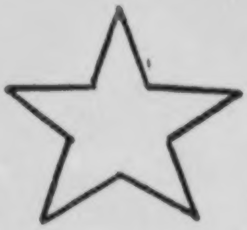
12

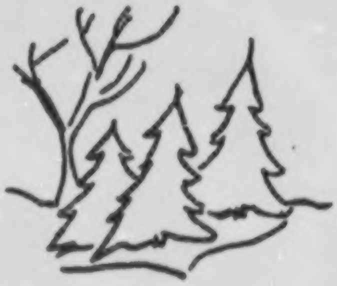
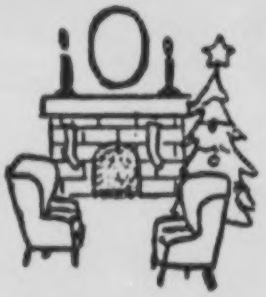
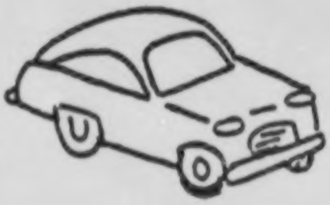
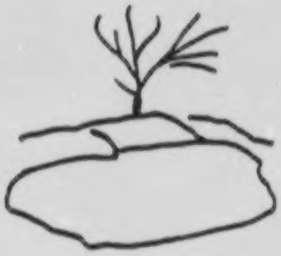
13

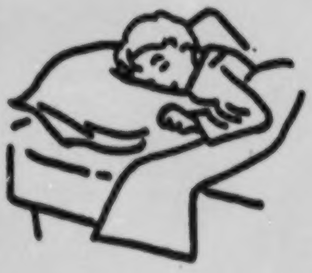
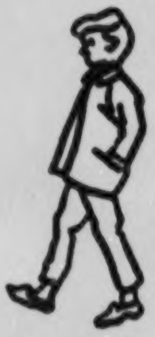
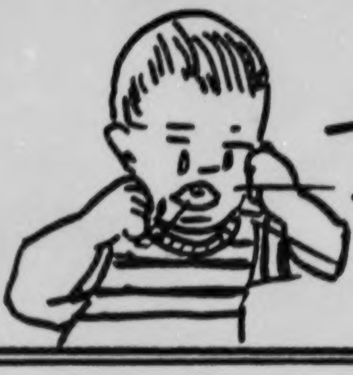
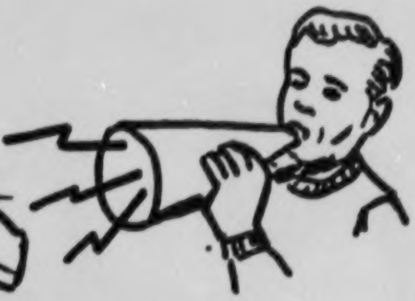
14

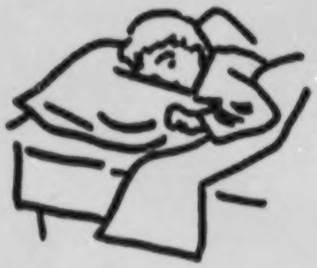
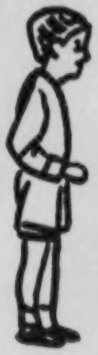
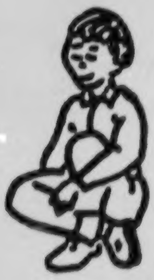
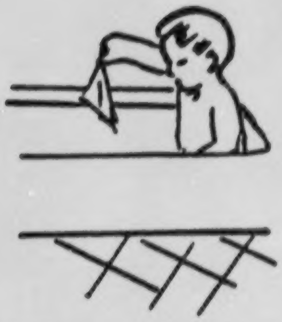
15

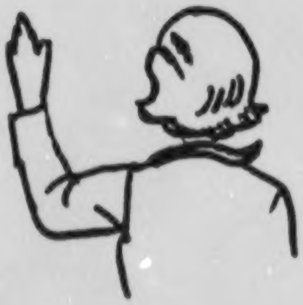
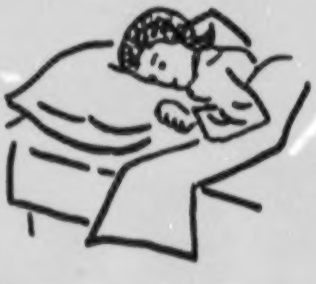
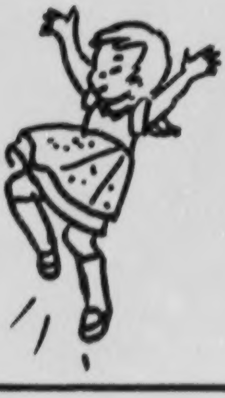
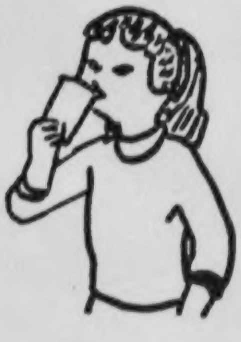
F

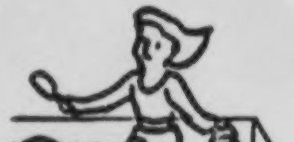
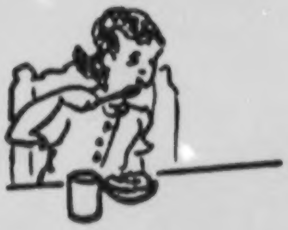
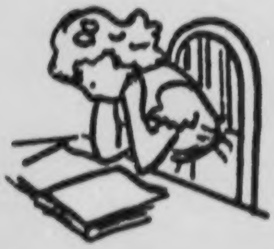
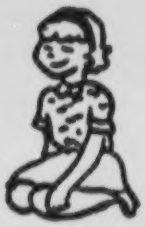
16

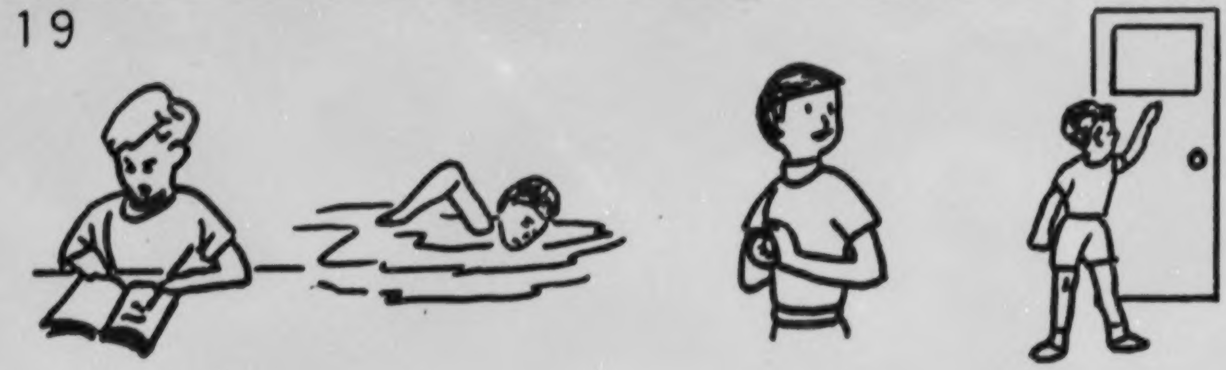
17

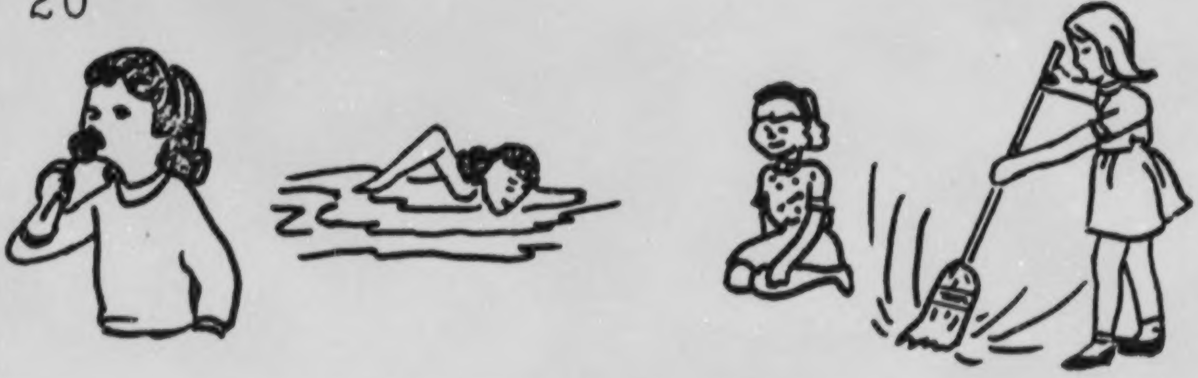
18

19



20



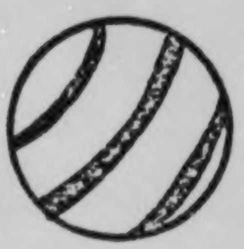
UKRAINIAN GRADE TWO SURVEY TEST
PART TWO

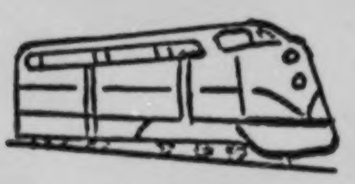
Name ______________________________

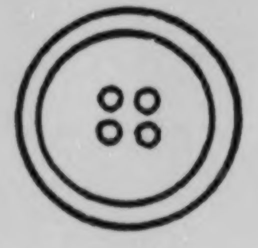
School ____________________ Room ______

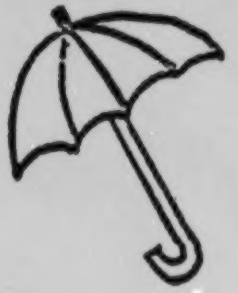
SAMPLES

G

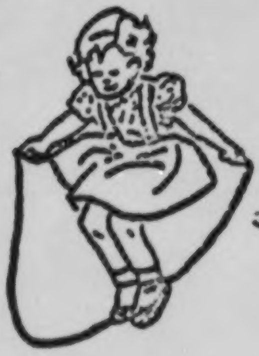


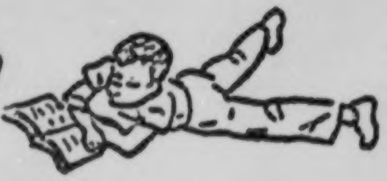


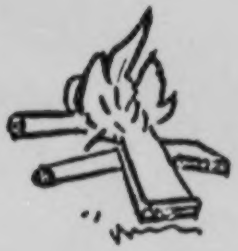


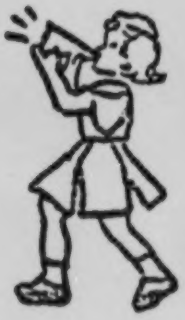


H

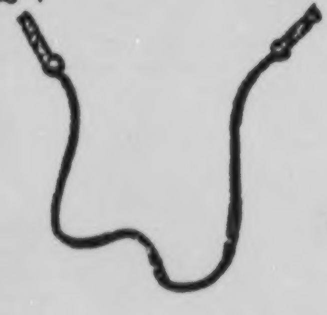


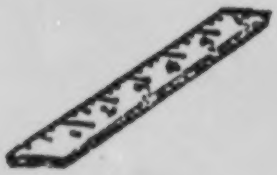


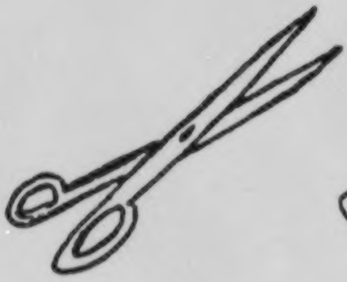


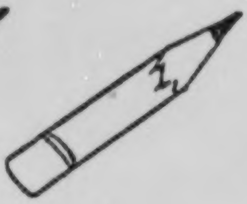


21

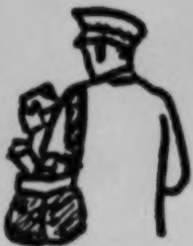


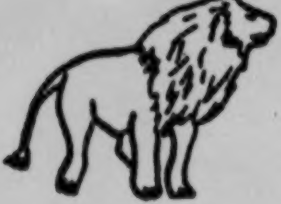


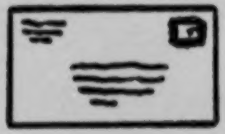


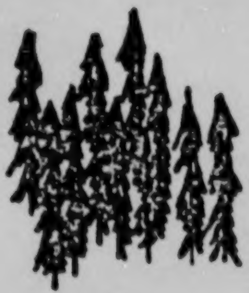


22

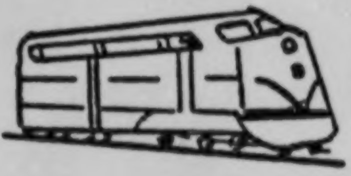


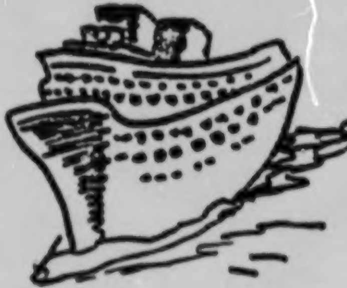


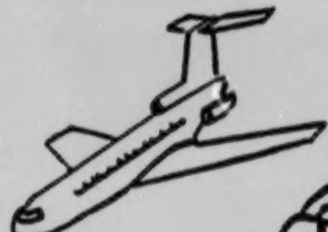


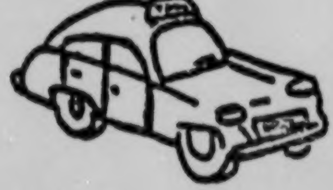


23

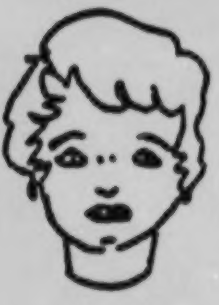


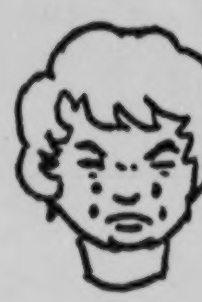


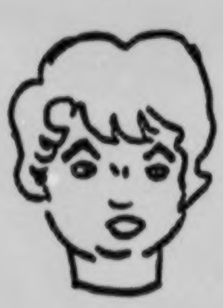


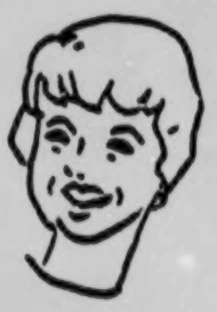


24

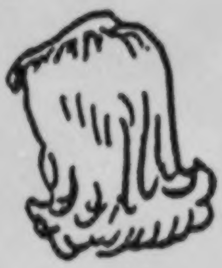


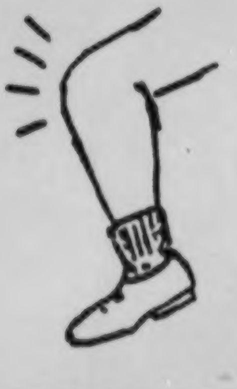


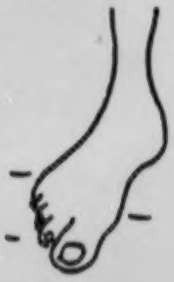


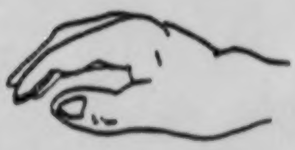


25

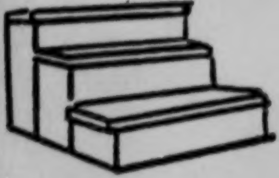


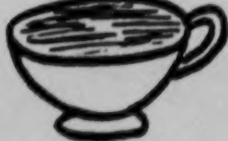


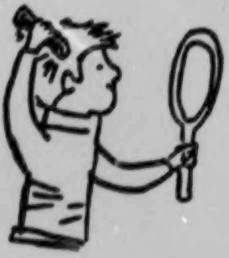


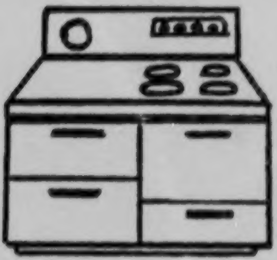


26

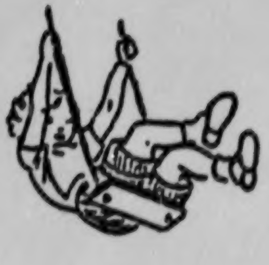


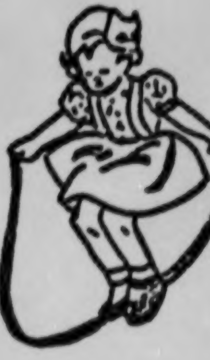


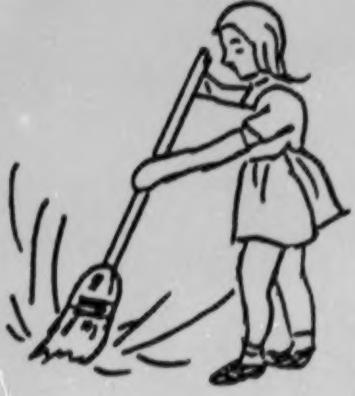


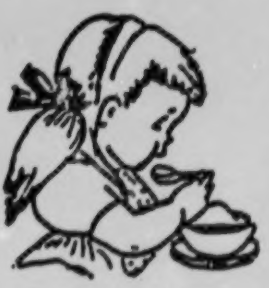


27

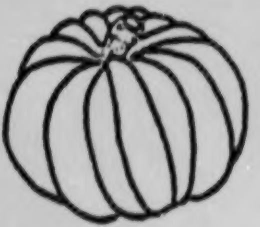


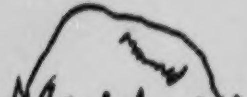


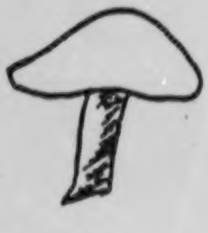


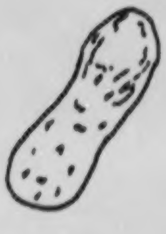


28

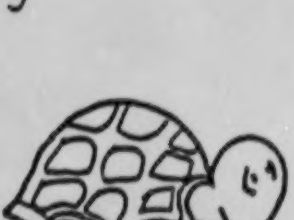


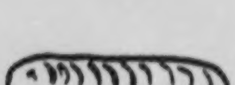


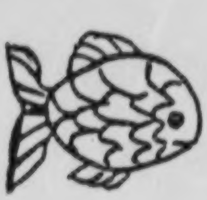


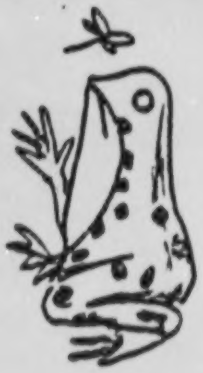


29

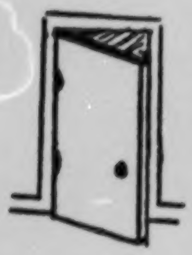
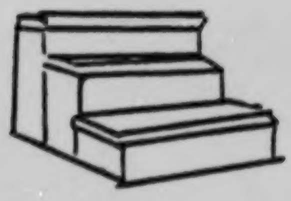
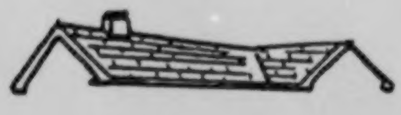
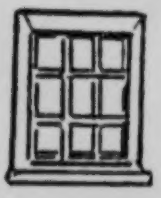




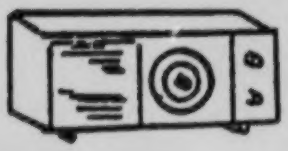
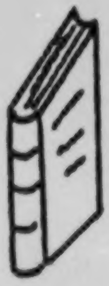
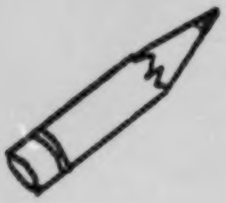
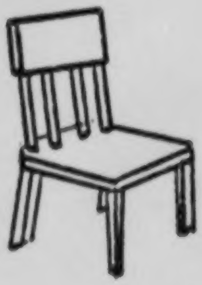




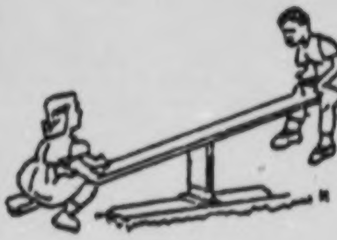
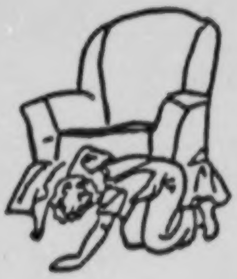
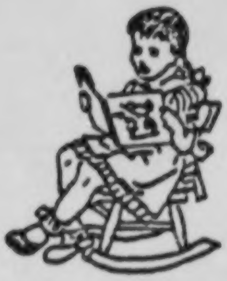
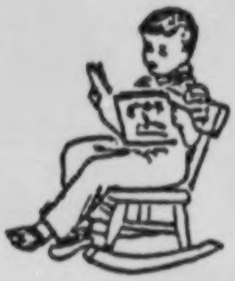
30

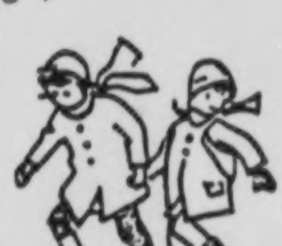
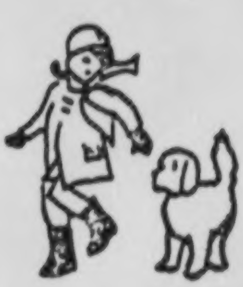
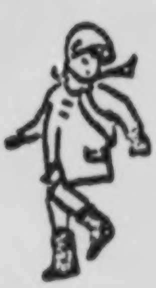
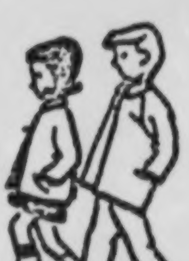
SAMPLE I

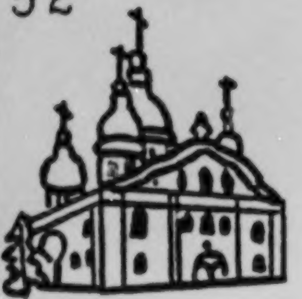
SAMPLE J

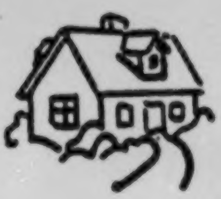





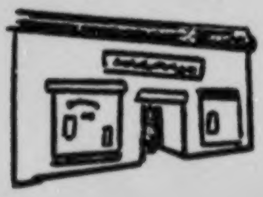
31

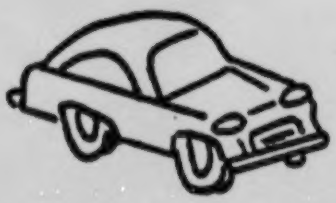





32

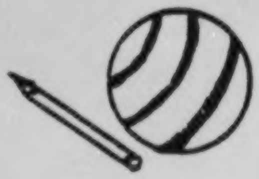


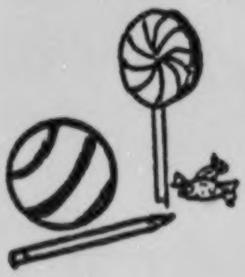


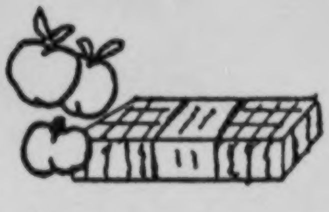


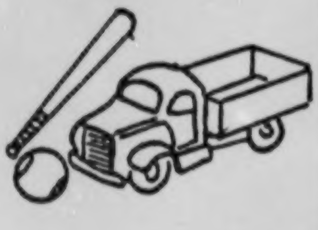


33

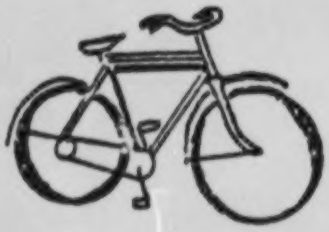


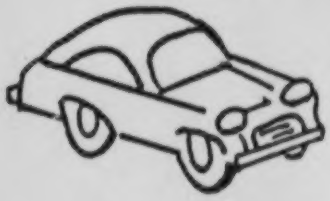


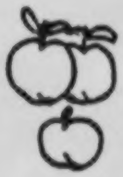


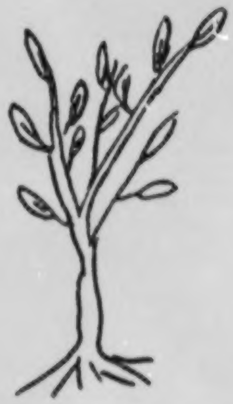


34

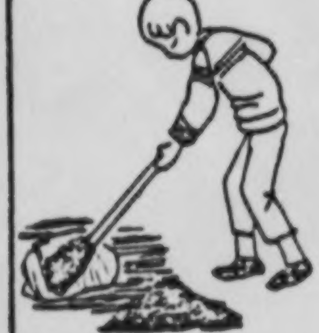


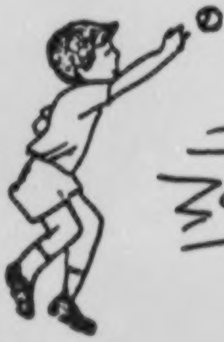


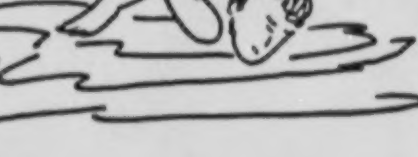


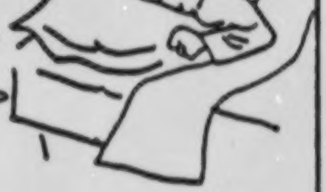


35

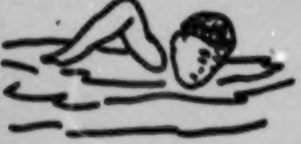


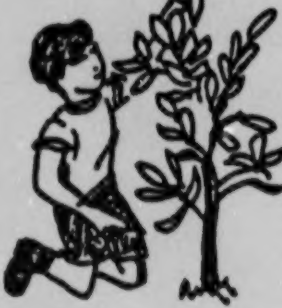


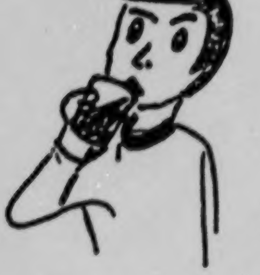


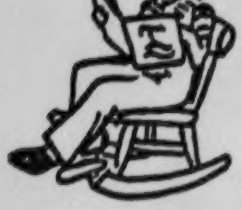


36

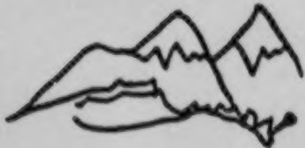


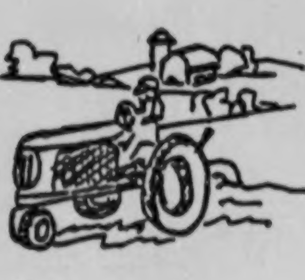


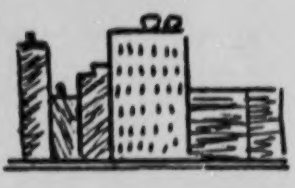


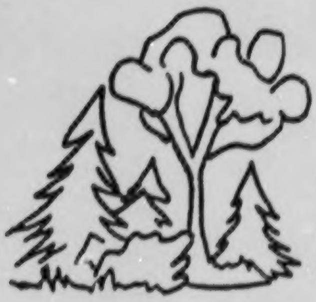


37

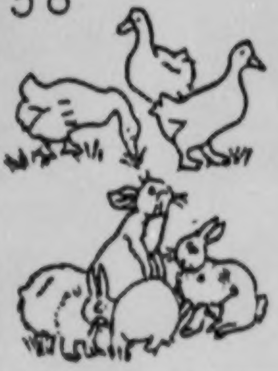


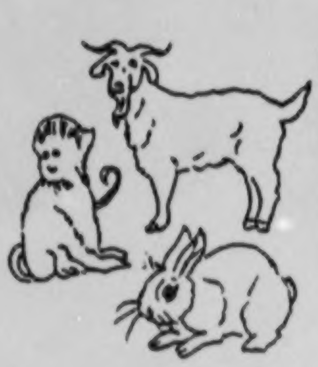


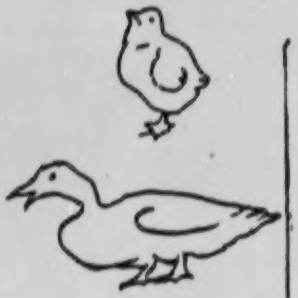


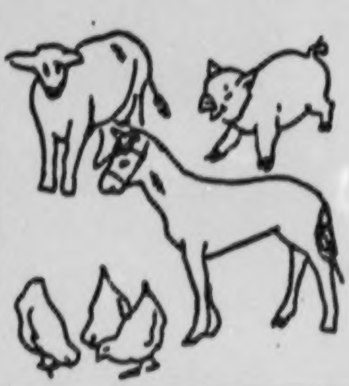


38

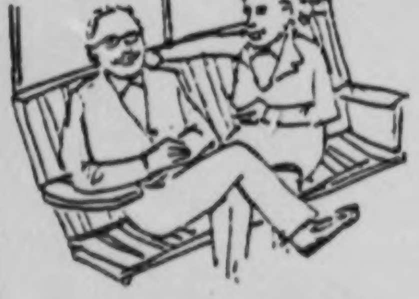


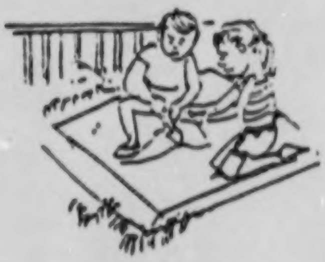


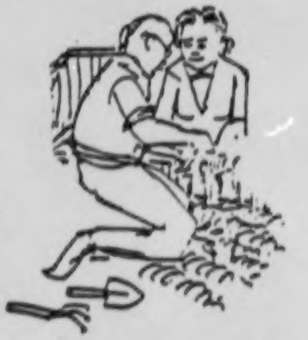


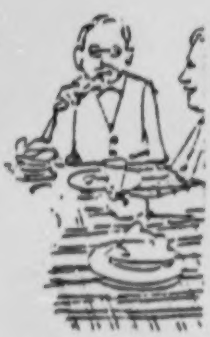


39

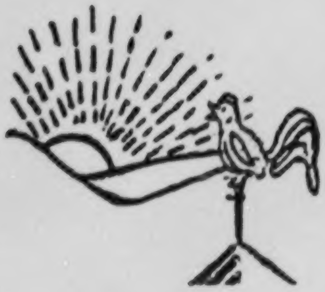


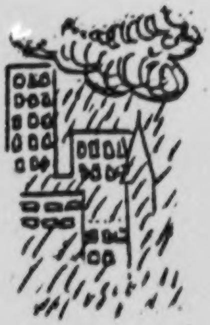


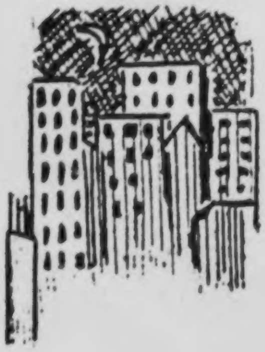


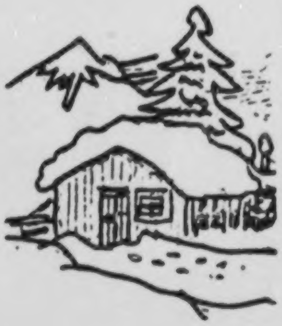


40



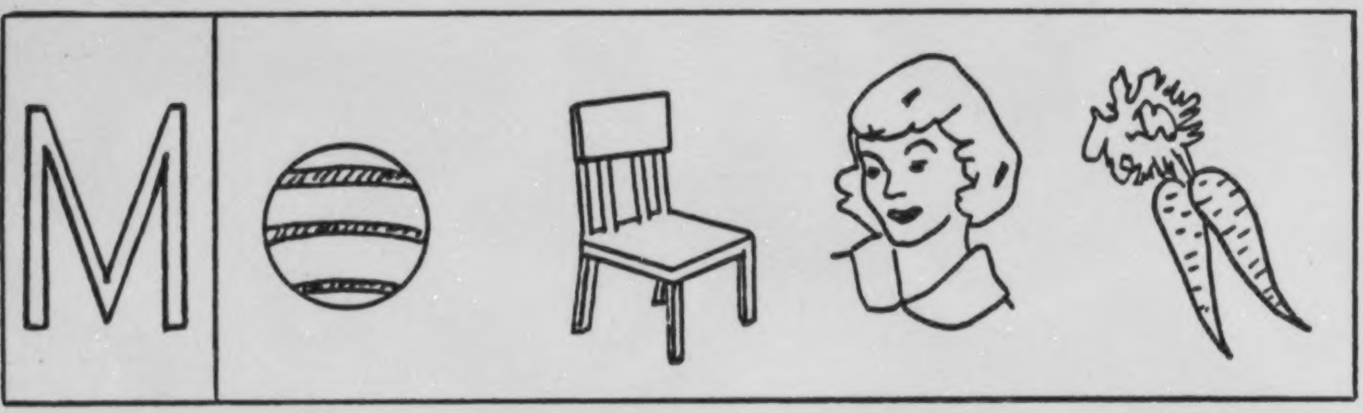




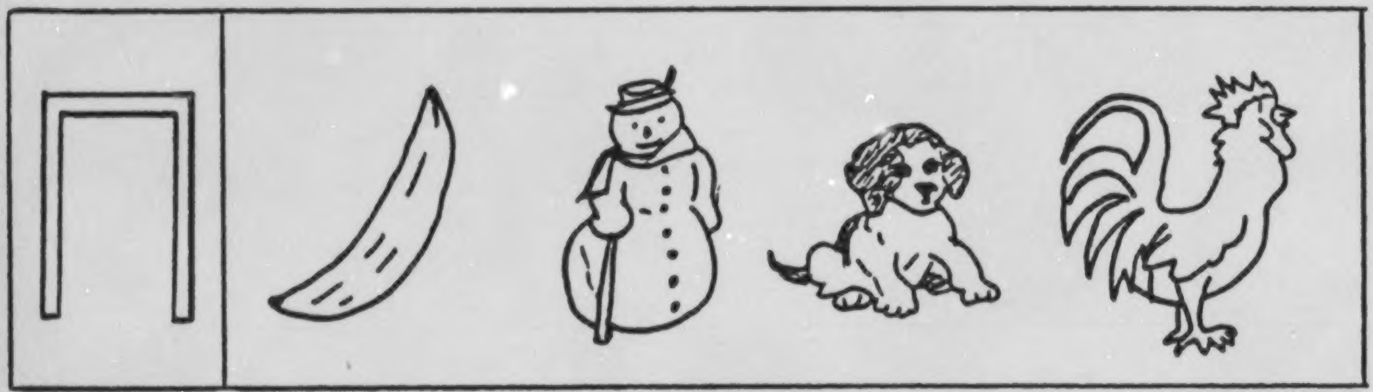


LOOK AT THE ROW OF PICTURES NEXT TO THE LETTER. CIRCLE THE PICTURES THAT BEGIN WITH THE LETTER GIVEN IN EACH ROW.

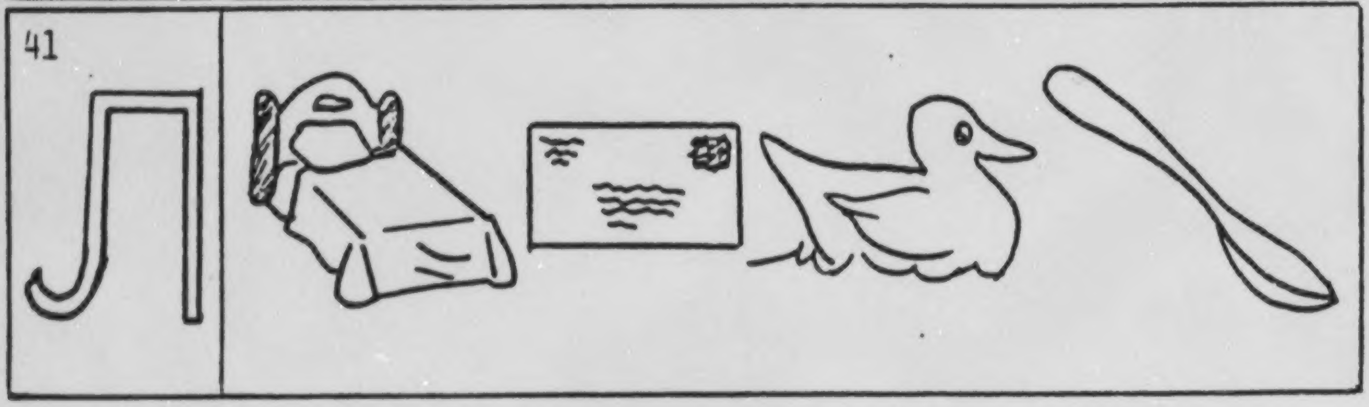
SAMPLE K



SAMPLE L

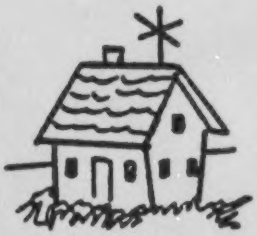
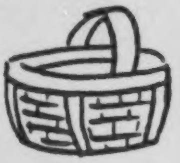
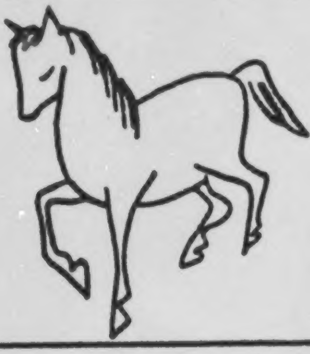
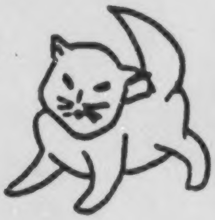


41



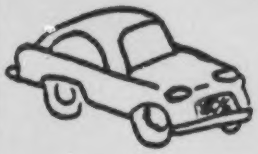
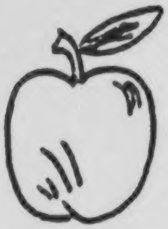
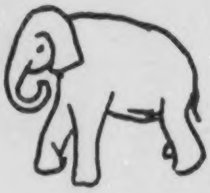
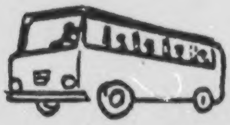
42

K

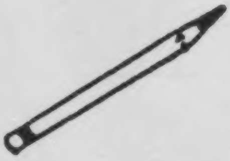
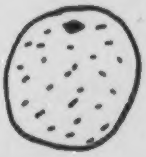
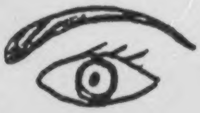
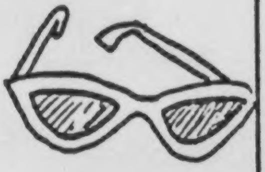
43

A

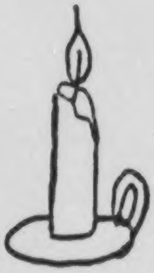
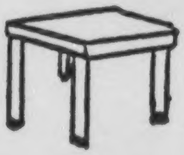
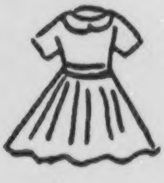
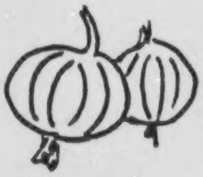
44

O

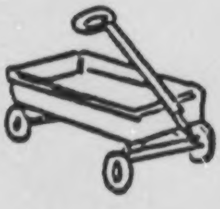
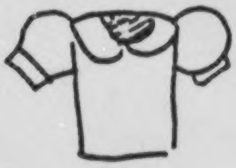
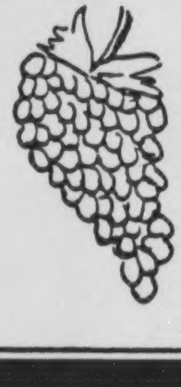
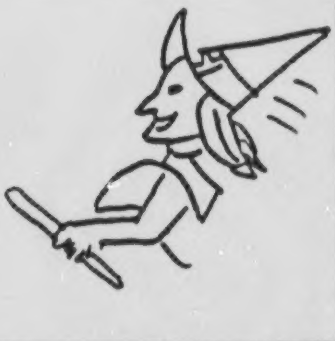
45

C

46

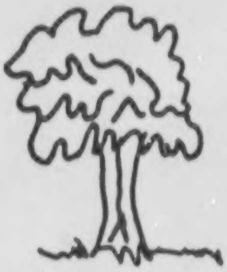
B

WRITE IN THE BOXES THE BEGINNING SOUND AND THE ENDING SOUND OF EACH OBJECT SHOWN.

SAMPLE M

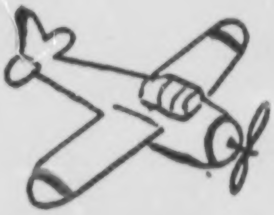
Beginning



Ending

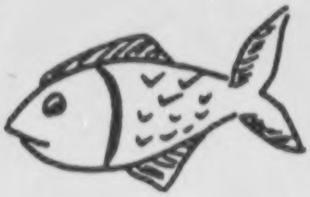
SAMPLE N

Beginning

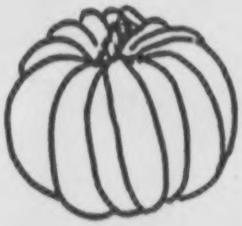


Ending

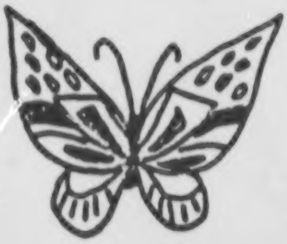
47



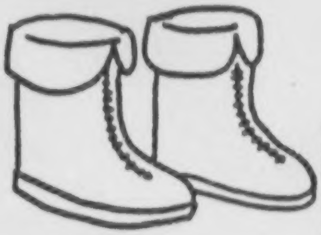
48



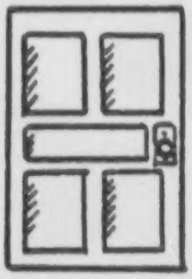
49



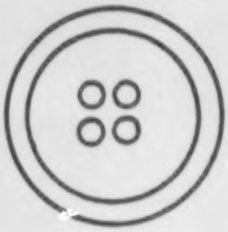
50



51



52

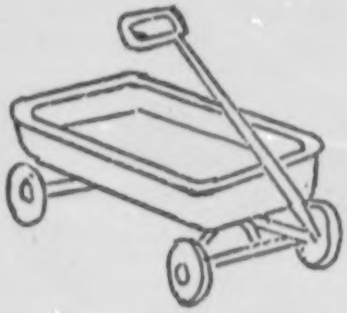


UKRAINIAN GRADE TWO SURVEY TEST

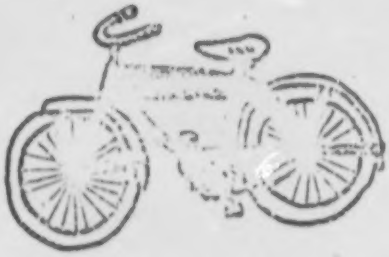
PART TWO

INDIVIDUALLY ADMINISTERED

SAMPLE 0



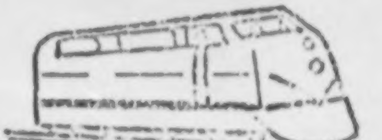
53



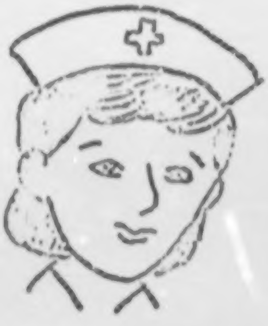
54

47

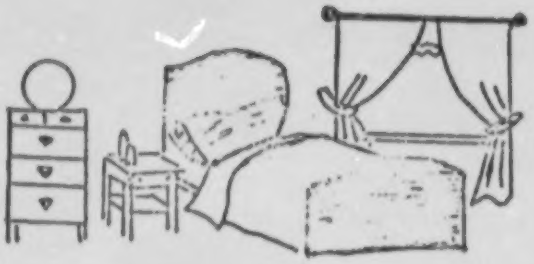
55



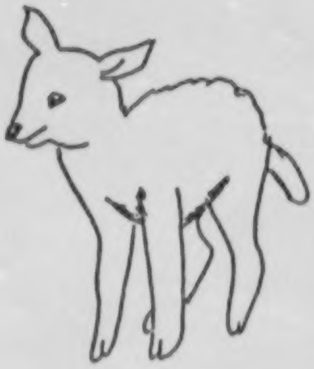
56



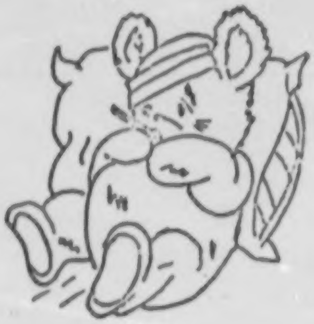
57



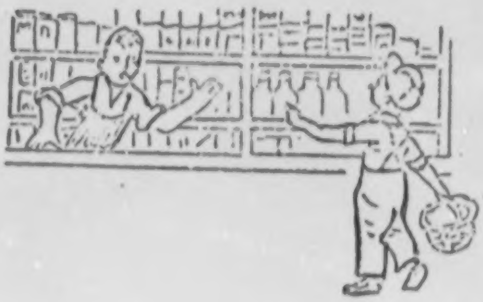
58



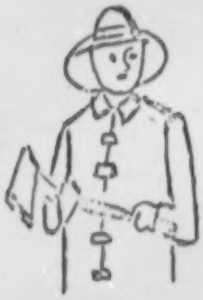
59



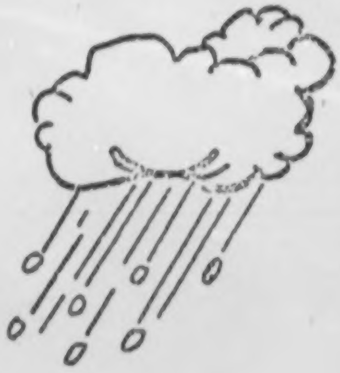
60



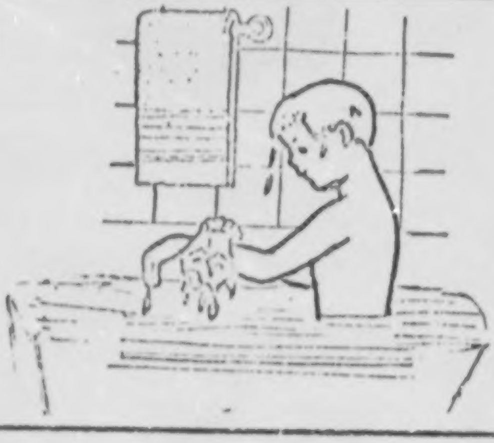
61



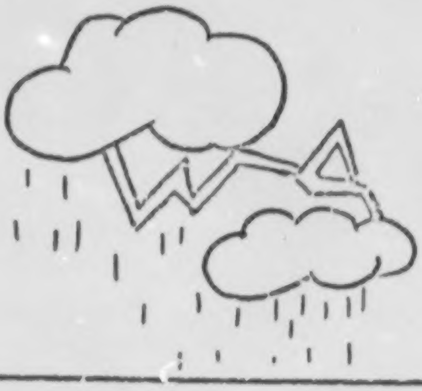
62



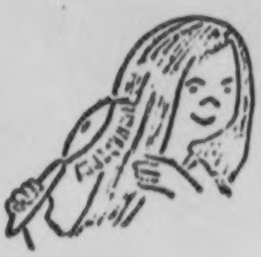
63



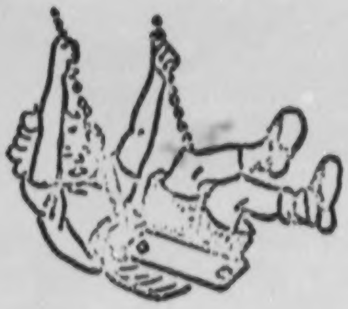
64



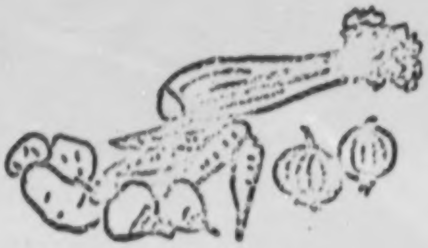
65



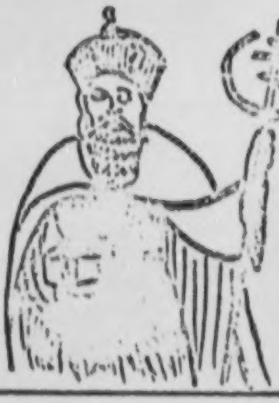
66



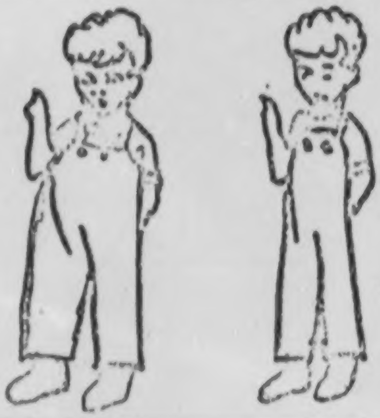
67



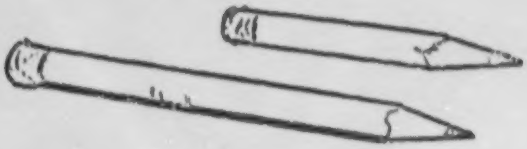
68



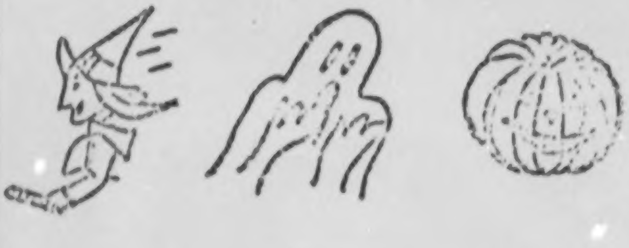
69



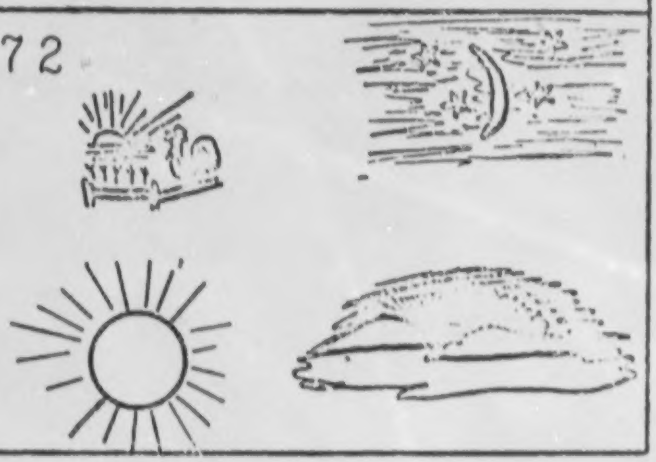
70



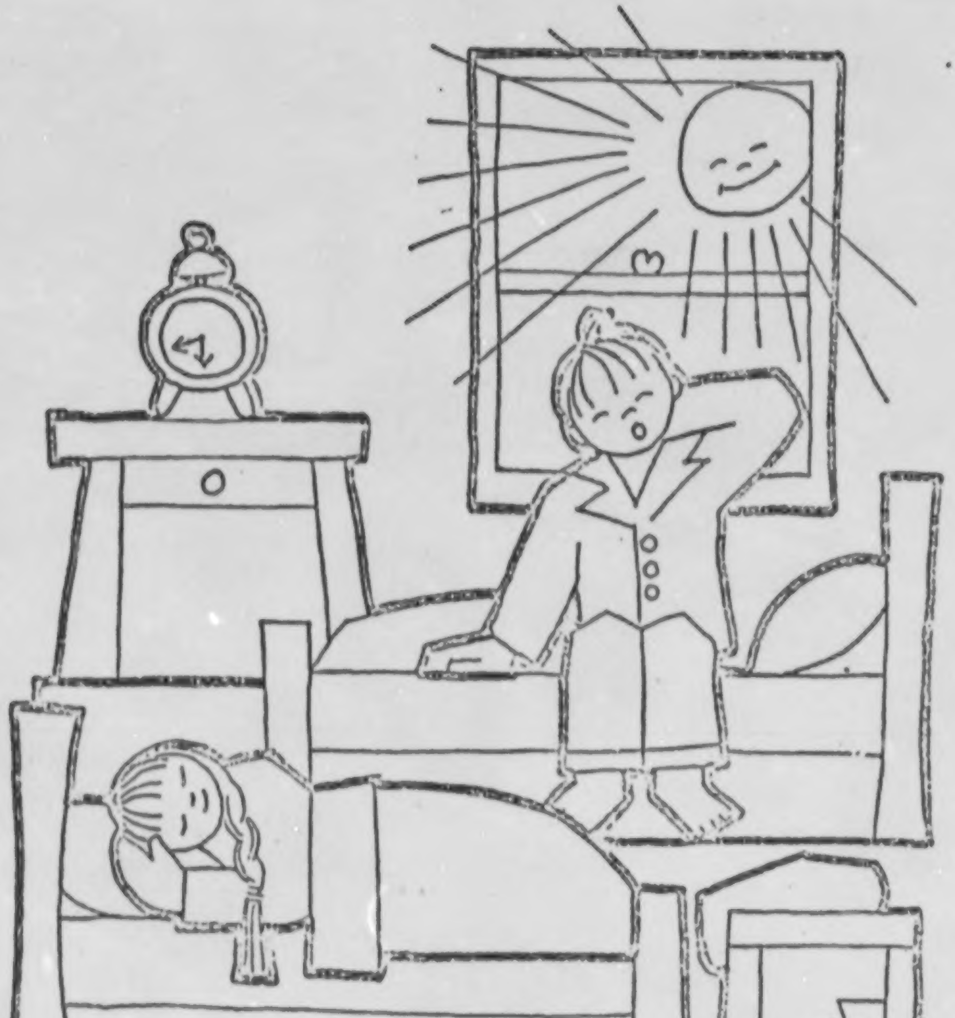
71



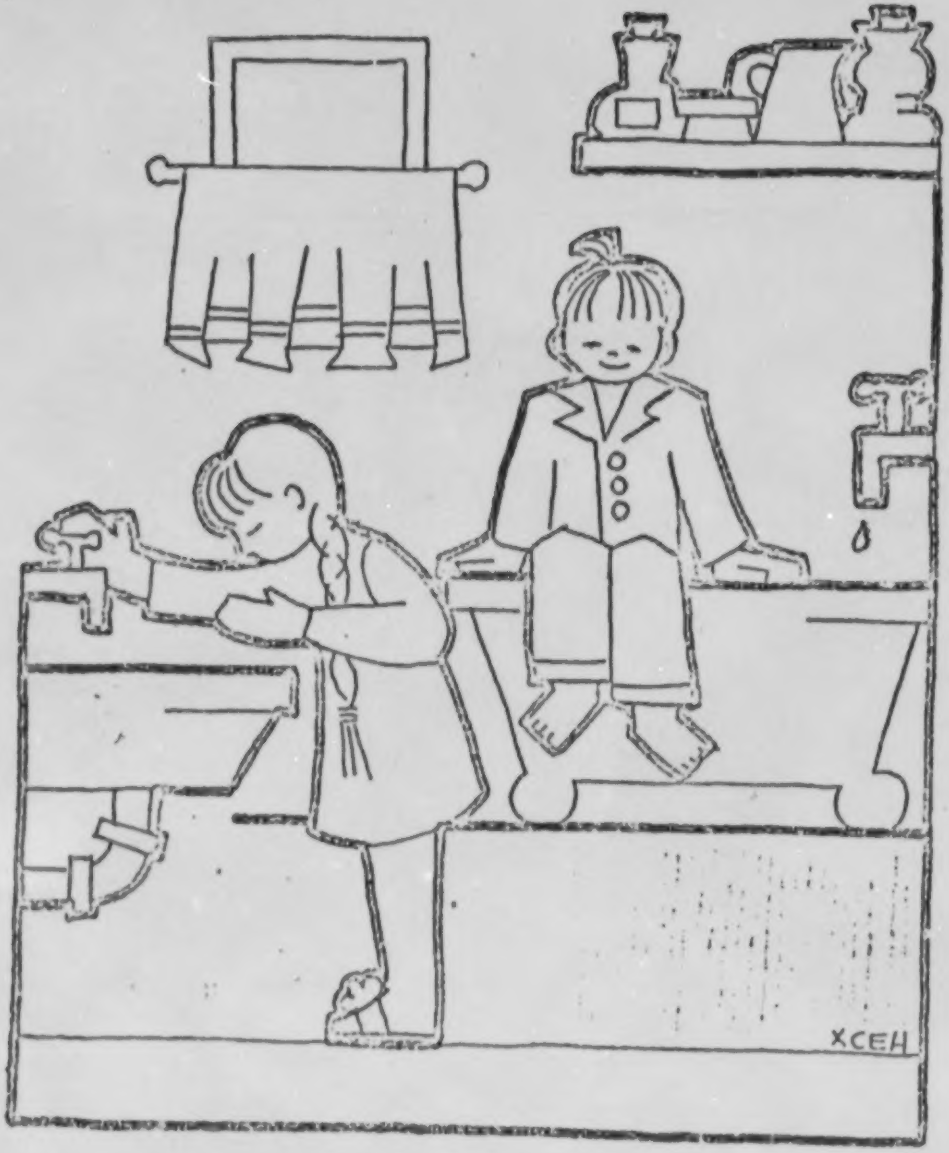
72



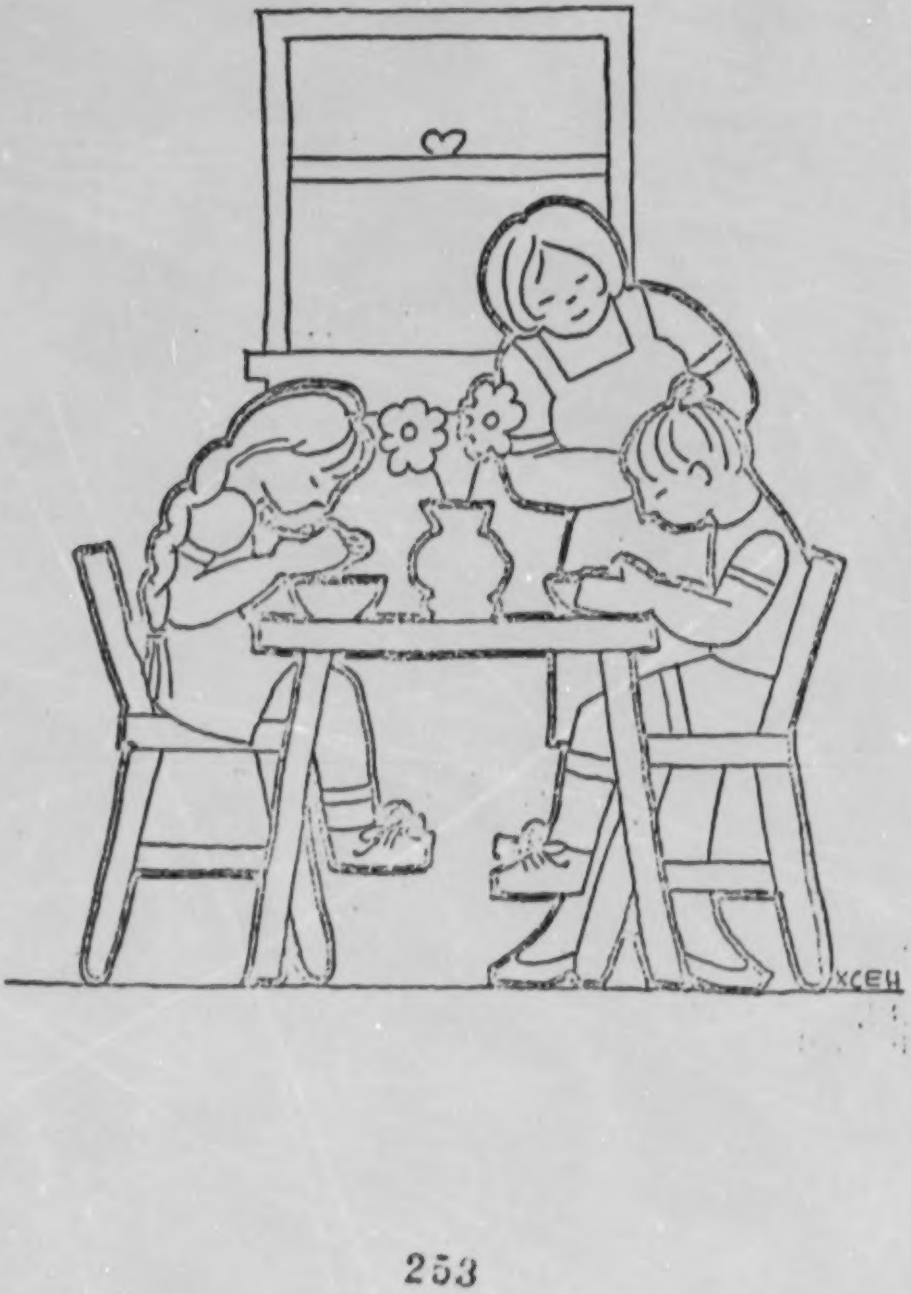
73

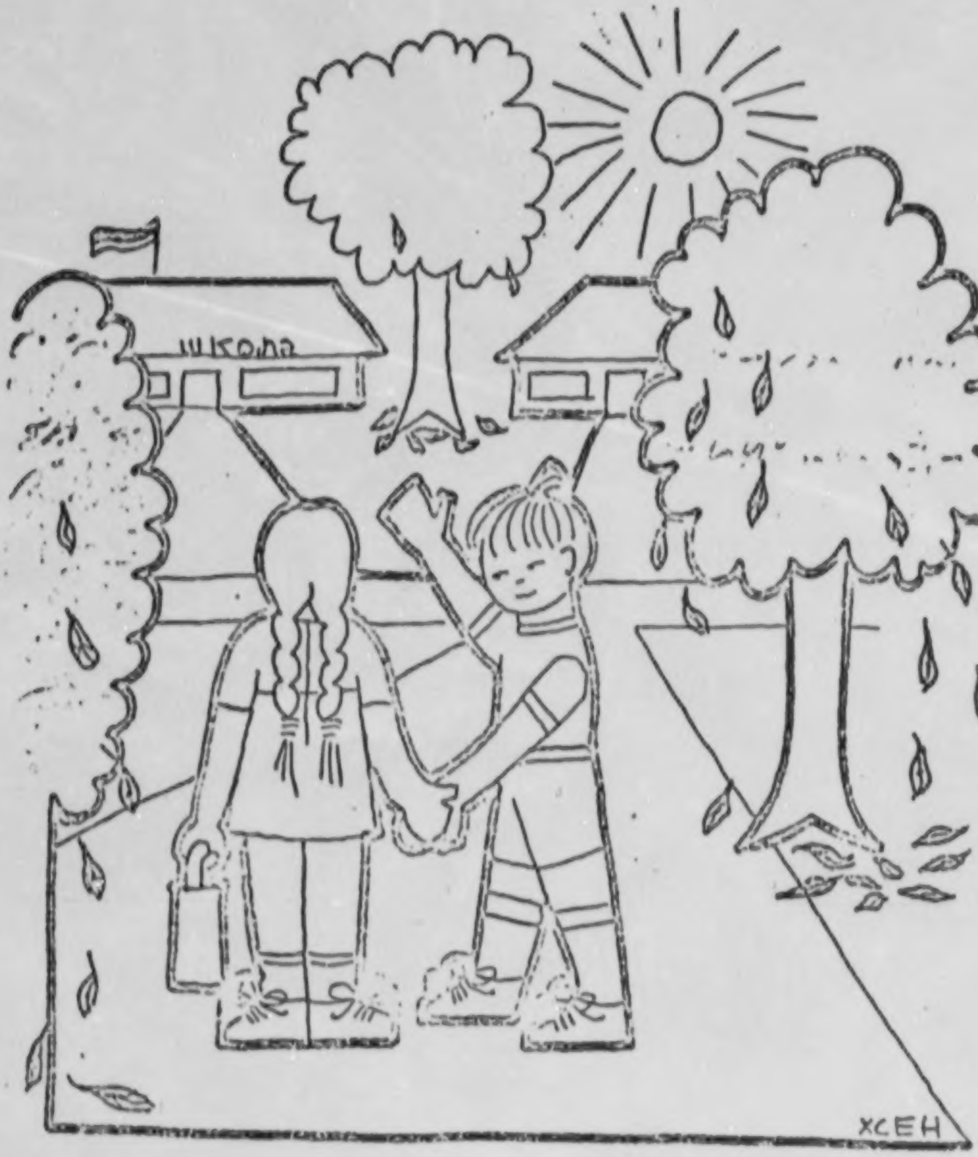


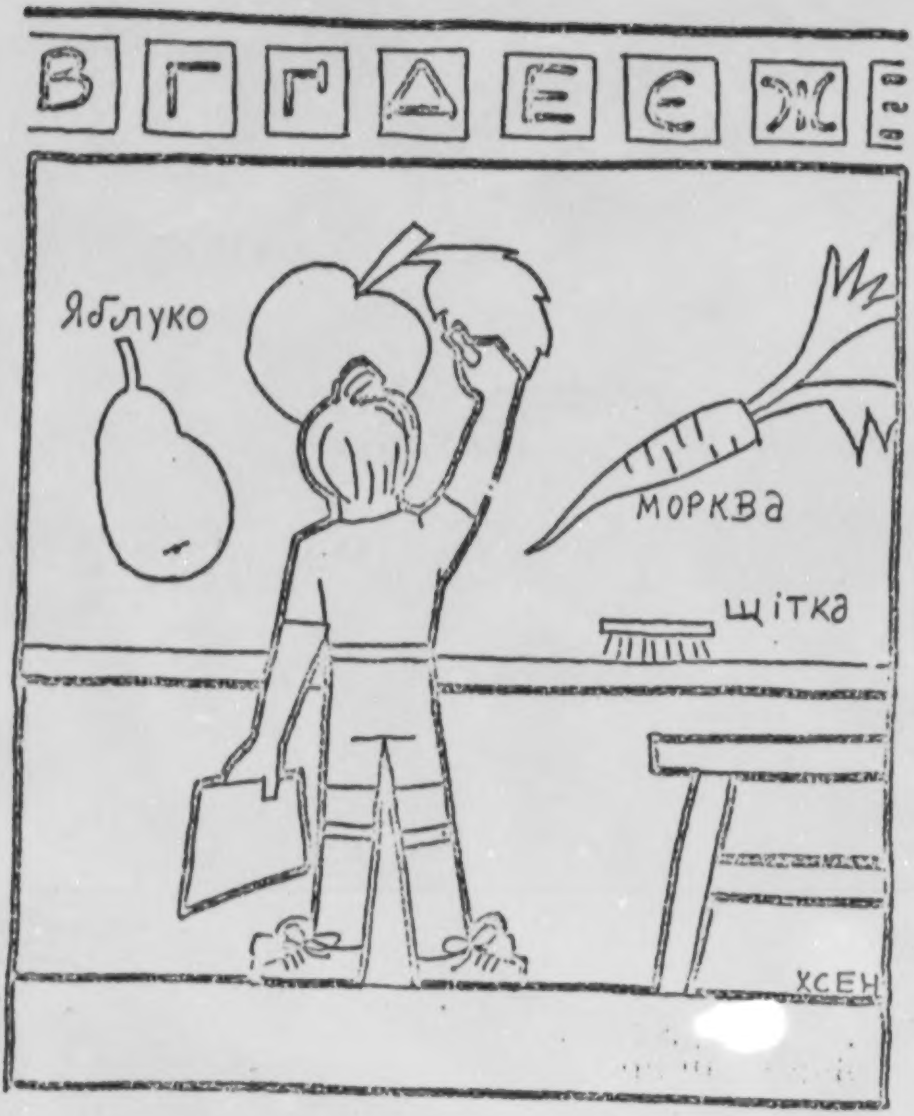
74



75




XCEH


В
Г
Ґ
Д
Е
Є
Ж
Яблуко
морква
щітка
ХСЕН

UKRAINIAN GRADE TWO SURVEY TEST
PART THREE - WRITING

Name ______________________________

School ______________________ Room ______

YES ☐ NO ☐

108 ________________
109 ________________
110 ________________
111 ________________
112 ________________
113 ________________
114 ________________
115 ________________
116 ________________
117 ________________
118 ________________
119 ________________

120 ________________
121 ________________
122 ________________
123 ________________
124 ________________
125 ________________
126 ________________
127 ________________

- UKRAINIAN GRADE TWO SURVEY TEST
PART THREE

Name ______________________________

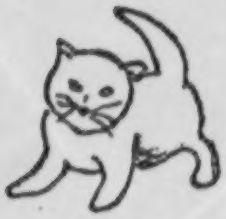
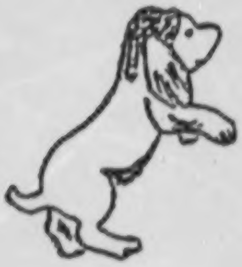
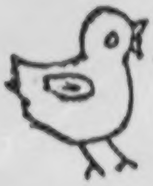
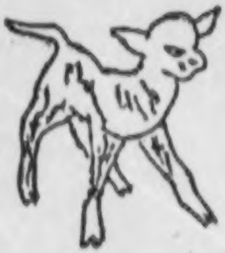
School __________________ Room _____

Story one:

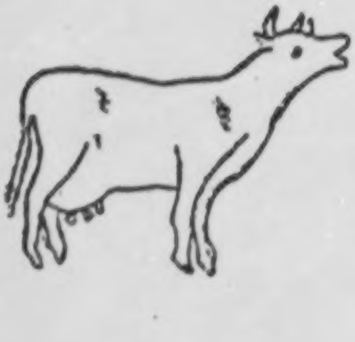
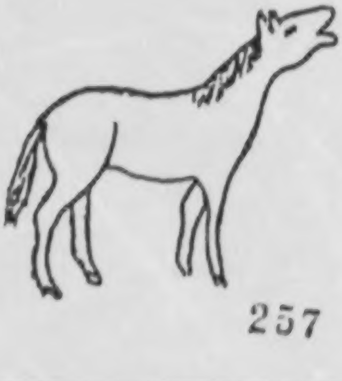
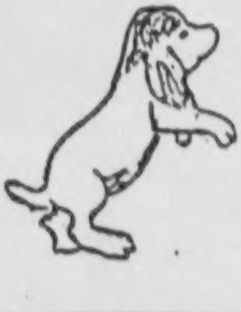
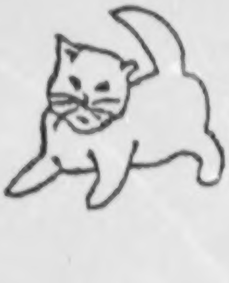
Кóтик і пéсик

Кóтик п'є мóлоко. Пéсик не п'є мóлока.
Пéсик не лю́бить мóлока.

128. Хтó не лю́бить мóлока?

129. Хтó п'є мóлоко?

Story two:

Зеле́на Жа́ба

Рома́н ішо́в до шко́ли. Ві́н поба́чив
зеле́ну жа́бу і хоті́в злови́ти її,
а́ле жа́ба вті́кла.

130. Куди́ Рома́н І́шов?

- A. до це́ркви
- B. до шко́ли
- C. спа́ти

131. Щь ві́н поба́чив?

- A. жа́бу
- B. за́йчика
- C. м'яча

132. Щь жа́ба зроби́ла?

- A. сі́ла
- B. вті́кла
- C. спа́ла

Story three:

За́йчики в лі́сі

В лі́сі зи́ма. Бага́то сні́гу впа́ло.
Та́м бі́лі за́йчики бі́гають по сні́гу.
Дерева́ покри́ті сні́гом.

133. Де бага́то сні́гу впало?

A. в шко́лі
B. в ха́ті
C. за́йчика
D. в лі́сі

134. Хто є в лі́сі?

A. пе́сик
B. хло́пчик
C. за́йчики
D. ви́вірка

135. Які́ за́йчики є в лі́сі?

A. бі́лі за́йчики
B. чо́рні за́йчики
C. бронзо́ві за́йчики
D. сі́рі за́йчики

136. Яка́ то пора́ ро́ку?

A. лі́то
B. весна́
C. зима́
D. о́сінь

137. Чи́м дерева́ покри́ті?

A. водо́ю
B. сні́гом
C. листя́ми
D. пташка́ми

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST

TO THE EXAMINER:

Have a copy of the Ukrainian Survey Test (Grade 3) to use for demonstration purposes during administration of the test.

Before beginning, pupils' desks should be cleared and each pupil should have two soft lead pencils and an eraser.

Pupils should be seated in such a way as to make copying impossible.

Read the directions below clearly and distinctly. Note that instructions to the examiner are in regular type and that directions to be read aloud to the pupils are in *script*.

PART I

CLUSTER 1: Reading readiness - beginning sounds.

Begin by saying:

Today we are going to play a game in Ukrainian using this picture book. Do not begin until I tell you what to do.

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

Now look at the first page and look for the Sample A near the first row of pictures.

Demonstrate by using a copy of the test booklet. Make certain that the pupils are on page 1 of the test booklet. Point to the first row of pictures.

Then say: (Sample A)

Look at the row of pictures next to the Ukrainian letter M. Circle the pictures that begin with the letter given in each row. Let's do samples A and B together.

Check that the correct responses are marked and students understand what to do.

Then say:

Now turn the page and do the next 6 questions, numbers 1 to 6 by yourself. You will find number 6 on page 3.

CLUSTER 2: **Reading - Beginning Sounds and Ending Sounds**

When the students have finished question 6 say: (Samples C and D)

> *Now look at Sample C. Write in the boxes the beginning sound and the ending sound of the object shown. We will do Sample C and Sample D together.*

Check that the correct responses are marked and students understand what to do.

Then say:

> *Do the next 6 questions, numbers 7 to 12 by yourself. You will find numbers 11 and 12 on page 4.*

CLUSTER 3: Silent Reading

When the students have finished question 12 say: (Samples E and F)

> *Now you are going to read some stories and then answer questions asked about each story. The answer that you pick for each question will be underlined. Let's do Samples E and F together. Read the story and underline the correct answers.*

Check that the students are working on the correct samples. Then say:

> *The correct answer for Sample E is* B. [illegible]. *The correct answer for Sample F is* A. [illegible] .

Check that the students understand how to mark the correct response. Then say:

> *Now turn the page. You will be working by yourself as you answer the next 8 questions. Read each story and then answer the questions asked about the story. The answer that you pick for each question will be underlined. Now do questions 13 to 20 by yourself.*

Allow the students to proceed independently through the silent reading cluster. The students should have a maximum of 15 minutes to complete these 8 questions.

NOTE:
1. For Clusters 1 and 2, questions 1 to 12, mark A on the answer sheet if all appropriate objects for a question are circled. Mark B on the answer sheet if the student's response is partially correct or incorrect.
2. For Cluster 3, questions 13 to 20, all student responses should be transferred as A, B, C, or D to the answer sheet.

CLUSTER 4: Listening Comprehension

When the students have finished question 20, say:

> *Turn to page 7.*

Check that all students are on the correct page. Then say:

> *Listen to the story I will read to you. I will read it twice. When I have finished reading the story, I will ask a question. You will mark the correct answer with an "X" in your test booklet. The first story I will read is for the pictures in Sample G. Listen carefully.*

Read the story for sample G twice.

SAMPLE G:
Я хо́дила до́ ба́бок.
Ба́ба да́ла мені́ гро́ші.
Я купи́ла моро́зиво.

Read the question for Sample G twice.

Question for SAMPLE G: Що́ ба́ба да́ла мені́?

Check that the students mark the correct choice, B. Then say:

> *Now we will do more stories and questions the same way.*

The tester should now read the following stories and questions twice, leaving time for the student to mark the appropriate response.

STORY ONE:
Ми бу́ли у зоопа́рку.
Та́м було́ бага́то звіря́т.
Ми гудува́ли ведме́дів.
Ма́впи бу́ли ду́же смішні́.
Сло́нь обли́в на́с водо́ю.

21. Де ми бу́ли?
22. Кого́ ми гудува́ли?

STORY TWO: Маркó ди́виться на телеві́зію.
Лéся такóж ди́виться з ним.
Прогрáма дýже ціка́ва.
Вони́ навча́ться про астрона́втів.

23. На що ді́ти ди́вляться?
24. З ким Маркó ди́виться?
25. Про когó прогрáма?

NOTE: When recording responses for questions 21 to 25, mark the student response as an A, B, C, or D on the answer sheet.

CLUSTER 4: (cont'd) Riddles

When the students have finished question 25, say:

Is everybody on page 8 of their booklet?

Check that all students are on the correct page, then say:

Listen to the riddle I will read to you. I will read it twice. When I have finished reading the riddle, I want you to circle the word in your test booklet that answers the riddle. The first riddle I will read is for the words in Sample H. Listen carefully.

Read the riddle for Sample H twice.

SAMPLE H: Я малéньке звіря́тко.
Я є зелéне.
Я ска́чу.
Я є __________.

A. за́йчик B. корóва C. жа́ба

Check that the student mark the correct choice, then say:

26. Я є буди́нок.
До мéне прихóдять купува́ти.
Я є __________.

A. шкóла B. цéрква C. крамни́ця

27. Я бі́ле.
Менé знéсла кýрочка.
Менé прикра́шують на Вели́кдень.
Я є __________.

A. чóбіт B. писáнка C. сні́г

28. Я є части́на лиця́.
Я ню́хаю.
Я є ____________.

A. ні́с B. о́чі C. ру́ки

29. Я є мале́ньке звіря́тко.
Ко́ти лю́блять лови́ти мене́.
Я є ________________.

A. сло́нь B. ка́чка C. ми́шка

30. Я звіря́.
Я но́шу ха́ту на плеча́х.
Я є ______________.

A. жира́фа B. черепа́ха C. кі́нь

NOTE: For questions 26 to 30, mark A on the student answer sheet if the student response is completely correct and mark B if the student response is partially correct or completely incorrect.

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST
INDIVIDUALLY ADMINISTERED PORTIONS

PART II

CLUSTER 5: Oral Reading

Say to the child:

> *You have two stories before you. Read the stories out loud, and try to do the best you can.*

Story one:

31-32 Диви́сь, та́м ді́вчина!
33-34 Вона́ ма́є заба́вки!
35-36 Чи вона́ іде́ додо́му?
37-38 А та́м ха́та!
39-40 У ха́ті ді́д і ба́ба.

Story two:

41-42 Диви́сь, а ту́т хло́пець.
43-44 Він ма́є візо́к.
45-46 Та́м заба́вки́.
47-48 Та́м літа́к і м'яч.
49-50 Хло́пець іде́ додо́му.

NOTE: As the student reads the passage, the tester should mark on the student's answer sheet at two question positions as follows: Mark A for the first question if the pronunciation is correct and mark A for the second question if the intonation is correct. e.g. 31 - A
32 - A

If only one is correct mark A for that one and mark B for the incorrect choice. e.g. If only intonation was incorrect the answer sheet would be marked 31 - A
32 - B

If both pronunciation and intonation are incorrect mark both questions B. e.g. 31 - B
32 - B

PART IV: (Should be administered at the same time as Part II, Cluster 5.)

CLUSTER 6: Oral Response using Picture Stimulus

This cluster is individually administered to the students.

Begin Cluster 6 by saying:

> *I am going to show you two pictures and I want you to tell me in Ukrainian certain things about the pictures. Each thing you tell me will be in a complete sentence.*

Show the two pictures to the student. Then say:

> *Tell me three things you see that are the same in both pictures. Tell me each thing in a complete sentence.*

NOTE: The student responses each have a value of 2 marks in Cluster 6. Questions 121 - 122, 123 - 124, 125 - 126 are used to record the student responses telling which things are the same. A student receives 2 marks for each thing if the reply is a correct complete sentence. This is recorded as an A for both questions in the pair. e.g. 121 - A
122 - A

If the student's response is partially correct, he receives 1 mark for each thing. A reply is partially correct if the student's response is not a complete sentence and/or the sentence is grammatically incorrect. This is recorded as an A for the first question in the pair and a B for the second question in the pair. e.g. 121 - A
122 - B

If the student's response is completely incorrect or missing he receives 0 marks. This is recorded as a B for both questions in the pair. e.g. 121 - B
122 - B

If the student gives more than three things the same only the first three are marked.

Questions 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140 are used to record the student responses telling which things are different. The same marking scheme as for questions 121 to 126 is used. Again if the student gives more than seven different things, only the first seven are marked.

Listen until the student has told those things he feels are the same. Make the appropriate marks on the answer sheet. If he stops short of three things, say:

> *Are there any other things that are the same?*

If the student answers "No" proceed ahead. Any three of the four similarities listed below will be acceptable answers. Once the student has stated his chosen similarities say:

Tell me seven things you see that are different in both pictures. Tell me each thing in a complete sentence.

Listen until the student has told those things he feels are different. Make the appropriate marks on the answer sheet. If he stops short of seven differences, say:

Are there any other things that are different?

If the student answers "No," this testing session is complete.

Things that are similar:

1. a family
2. a family eating
3. in a house
4. They are all sitting.

Things that are different:

1. window - sliding doors
2. chairs - pillows
3. Japanese kids' uniforms - ours are casual
4. eating utensils
5. empty walls
6. shoes in/out
7. shape of houses
8. Grandma and Mother wearing native costum
9. dining room - kitchen
10. wooden floor - linoleum or tiles
11. no pets - dog
12. wooden table - tablecloth

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST
GROUP ADMINISTERED

PART II

Distribute the test booklets to all pupils. Make certain that each pupil prints his name on his test booklet.

Then say:

> *Now you are going to do a number of short exercises by yourself. I will explain each exercise as you go along.*

CLUSTER 6: Sequencing

Begin by saying:

> *Now we are going to put sentences in the right order.*
> *Look at Sample 1. Read the sentences, and decide what happened first, what happened next, and what happened last.*
>
> _____ Ле́ся діста́ла суко́нку.
>
> _____ Ма́ма поїхала до крамни́ці.
>
> _____ Ма́ма купи́ла суко́нку.
>
> *Number the sentences in the right order with the number 1 beside what happened first, 2 beside what happened next, and 3 beside what happened last.*

Pause for the pupils to answer. Then say:

> *That's right. You have put the number 1 beside the sentence* "Ма́ма поїхала до крамниці",
>
> *number 2 beside the sentence,* "Мама купила сукочку",
>
> *and number 3 beside the sentence* "Леся дістала суконку".
>
> *Now reread the story in order to see if you numbered it correctly.*

Check to see that the children have numbered the sentences correctly.

Then say:

Now we are going to work with another sample. Look at Sample J. Read the sentences, and decide what happened first, what happened next, and what happened last.

_____ Ми ї́хали автобу́сом.
_____ Ми пішли́ до зоопа́рку.
_____ Ми ба́чили ма́впу.

Number the sentences in the right order with the number 1 beside what happened first, 2 beside what happened next, and 3 beside what happened last.

Pause for the pupils to answer. Then say:

That's right. You have put the number 1 beside the sentence "Ми ї́хали автобу́сом",
number 2 beside "Ми пішли́ до зоопа́рку",
and 3 beside "Ми ба́чили ма́впу".

Check to see that the children have numbered the sentences correctly. Then say

Now you will do the next six questions on your own, questions 51 to 56.

The students will work independently until they have finished question 56.

NOTE: For questions 51 to 56, mark A on the student answer sheet if the student response is in the correct order and mark B if the order is incorrect.

CLUSTER 7: Synonyms

When the students have finished question 56 say:

Turn to page 12. Now we are going to work with words that are alike. Look at Sample K. Read the sentence, and underline the word that is the same as "кра́сна" *from the three choices below:*

Яли́нка ду́же кра́сна.

A. зе́лена
B. га́рна
C. висо́ка

Which word means almost the same as "кра́сна"?

Pause for the pupils to answer.

That's right, you have underlined B. "га́рна " because the word "га́рна " means almost the same as "кра́сна ."

Check to see that the children have underlined "гарна ."

Then say:

Now you will go ahead and do the next four questions, numbers 57 to 60 on your own.

When the students have finished question 60, say:

Now turn to page 13. We are going to work with opposites. Look at Sample L. Read the sentence, and underline the word that is the opposite of "мале́ " from the three choices below.

Моє́ крі́сло мале́, а ліжко ____________.

A. по́вне

B. до́бре

C. вели́ке

Which word is the opposite of " мале "?

Pause for the pupils to answer.

That's right. You have underlined C. "вели́ке " because "вели́ке" means "big" and is the opposite of the word "мале́ " which means small.

Check to see that the children have underlined " мале ."

Then say:

Now you will go ahead and do the next four questions, numbers 61 to 64 on your own.

When the students have finished question 64, say:

Now we are going to work with words that mean the same thing or something different. Look at Sample M. Read the sentence, and look at the underlined word. The sentence reads:

Ми́шка мала́. Вона́ невели́ка.

A. таке́ саме́

B. і́нше

Do the two underlined words mean the same thing or do they mean something different?

Pause for the pupils to answer. Then say:

That's right. You have underlined "таке́ саме́" because "ма́ла" means the same thing as "невели́чка." Both words mean small.

Check to see that the children have underlined "таке саме."

Then say:

Now we are going to work with another example. Look at Sample N. Read the sentence, and look at the underlined words. The sentence reads:

Мой соро́чка бі́ла. Мої́ череви́ки чо́рні.

A. таке́ саме́

B. іна́кше

Do the underlined words mean the same thing or do they mean something different?

Pause for the pupils to answer.

Then say:

That is right. You have underlined B. "іна́кше" because "бі́ла" means white and means the opposite of "чо́рні," which means black.

Check to see that the children have underlined "інакше."

Then say:

Now you will go ahead and do the next four questions, numbers 65 to 68 on your own.

CLUSTER 8: Prepositions and pronouns

Then say:

Now turn to page 15. In the next part you will look at the picture. Then read the sentence and choose the best ending. Look at the Sample O and read it. Which answer should you choose:

A. пе́ред пе́сиком

B. за́ пе́сиком

C. ко́ло пе́сика

Underline it.

Check to see that the children marked the correct response. Then say:

That's right. You would underline A. пе́ред пе́сиком because the girl is walking in front of the dog.

Check to see that the children understand the instructions.

Now you will do numbers 69 to 71 on your own.

When the students have finished question 71, say:

Turn to page 16. In the next part you will choose the word that best fits in the blank. Read Sample P. Which answer would you choose?

A. Воно́
B. Ві́н
C. Вона́

Pause for the children to respond. Then say:

*Yes, that's right. You would underline A. "*Воно,*" because it refers to the milk "*мо́локо.*"*

Check to see that the children understand the instructions. Then say:

Before you go on let us do Sample Q. Which answer fits in the blank space?

A. Воно́
B. Ві́н
C. Вона́

Pause for the children to respond. Then say:

Yes, that's right. You would underline C. " Вона́ *" because "* Вона́ *" refers to the doll "* ля́лька *." Now, you will do questions 72 and 73 by yourself.*

When the students have finished question 73, say:

The next question is almost the same as the last questions except that you will read the story and decide which of the words from choices A, B, or C refers to the underlined word.
Let us do Sample R together. Read the story and decide which word

A. цуко́рки
B. Лёся
or C. крамни́ця *refer to "* вона́ *."*

Pause for the children to respond. Then say:

That's right. You will underline B. "Ле́ся " *because* "Ле́ся " *refers to* " вона́ ."

Now do question 74 on your own.

CLUSTER 9: Silent Reading - details

After question 74 is completed, say:

For the next part you will read a short story and find the correct answer. Let us do Sample S together. Read the story. You will underline one answer from

A. зеле́на
B. хво́ра
or C. вода́ *for question one.*

Pause for the children to read the story and underline the correct answer. Then say:

"Яка́ жа́ба ?" *That's right. You should choose A.* "зеле́на " *because the frog is green. That answer should be underlined.*

Then say:

Look at the next question in Sample S. In question two, which would you underline,

A. Мурко́
B. зеле́на
C. жа́ба

That is right, the answer is C. "жа́ба ," *because the question asks who jumps. The answer is, "The frog jumps."*

Then say:

Now read the stories and do questions 75 to 80 by yourself. Underline the correct answer.

__CLUSTER 10__: Silent Reading - main idea

After the students have completed question 80, say:

> *Now turn to page 19. You will choose the best title for a story. We will do Sample T together. Let us read the story. Which of the titles,*
> A. Си́ні о́чі,
> B. Мій ведме́дик,
> C. Моя́ ма́ма *best fit the story?*

Pause for the children to answer. Then say:

> *That's right, you would choose B. "Мій ведме́дик ," as the title or main idea, because the story talks about the teddy bear who has blue eyes.*

Check to see that the children understand the instructions and have choosen the correct answer.

Then say:

> *Now you will go ahead and do the next six questions, 81-86 on your* [illegible].
> *Read the story and underline the title that best fits the story.*

__NOTE__: For Clusters 7 - 9, questions 57 to 80, mark the student response as an A, B or C on the answer sheet.

DIRECTIONS FOR ADMINISTERING THE UKRAINIAN GRADE 3 SURVEY TEST

PART III

Distribute the test booklets to all pupils. Make certain that each child prints his name on his test booklet.

CLUSTER 1: Writing words and phrases

Child is to have choice of either printing or writing.

Begin by saying:

> *I am going to ask you to write words and phrases in Ukrainian. Let's see how many we can write. First we will do two examples. I will say the word, read a sentence using the word, and then repeat the word once again. Then you will write the word on your test booklet.*
>
> *Find the Sample U - First word in your test booklet. On the line beside First word, write the Ukrainian word* крі́сло (chair)
>
> О́сь та́м мале́ крі́сло. крі́сло

Pause for the pupils to write the Ukrainian word in the sample blank provided in the students' test booklets. Write the correct word on the chalkboard.

Then say:

> *Check to see that your word is the same as mine. Now we will do the next word.*
>
> *Beside the Sample U - Second Word, write the Ukrainian word* п'є́(drink)
>
> Ко́тик п'є́ молоко́. п'є

Pause for the pupils to write the Ukrainian word in the sample blank provided in the students' test booklets. Write the correct word on the chalkboard.

Then say:

> *Check that your word is the same as mine. Now you are on your own. Let's see how many you can write. Listen carefully. I will read each word twice along with a sample sentence.*

The tester repeats each word, the given sentence, and then the word again for questions 87 to 91.

	СЛОВА	SENTENCE	СЛОВА	WORD
87.	листопа́д	Листопа́д є мі́сяць ро́ку.	листопа́д	(November)
88.	четве́р	Те́та прийди в четве́р.	четвер	(Thursday)
89.	сусі́ди	На́ші сусі́ди англі́йці.	сусі́ди	(Neighbours)
90.	пе́рша	Я бу́ла пе́рша в шко́лі.	пе́рша	(First)
91.	Ї́сть	Тара́с Ї́сть Я́блуко.	Ї́сть	(Eats or Eating)

When the students have finished question 91, say:

Now we will do two samples of writing Ukrainian phrases. I will say the phrase twice. Do not write until I have finished saying it twice. Listen carefully.

Check that the students are on the correct page.

Sample V - First Phrase

Then say:

Find Sample V - First Phrase. On the line beside write the Ukrainian phrase:
зеле́ний олі́вець ...... зеле́ний олі́вець (green pencil)

Pause for the pupils to write the Ukrainian phrase in the sample blank provided in the students' test booklets. Write the correct phrase on the chalkboard.

Then say:

Check that your phrase is the same as mine. Now we will do the next sample phrase.

Sample V - Second Phrase

Then say:

Write the Ukrainian phrase:
на столі́ .... на столі́ (on the table)

Pause for the pupils to write the Ukrainian phrase in the sample blank provided on the students' test booklets. Write the correct word on the chalkboard.

Then say:

Check that your phrase is the same as mine. Now you are on your own. Let's see how many phrases you can write. Listen carefully. I will read each phrase twice.

The tester repeats each phrase in questions 92 to 96 twice.

	PHRASE		ENGLISH
92.	чо́рний пе́сик	чо́рний пе́сик	(black dog)
93.	со́нце грі́є	со́нце грі́є	(sun shines)
94.	під ла́вкою	під ла́вкою	(under the bench)
95.	мо́крі рукави́ці	мо́крі рукави́ці	(wet mittens)
96.	вели́ка черво́на кни́жка	вели́ка черво́на кни́жка	(big red book)

CLUSTER 2: Writing sentences

When the students have completed question 97, say:

We will now write sentences in Ukrainian. I will say the sentences twice. You will write the sentence on the space marked for the questions just as you wrote the phrases in the last questions. Listen carefully. Do not write until I have repeated the sentence twice.

The tester repeats each sentence in questions 97 to 102 twice.

	SENTENCES (to be repeated twice)		ENGLISH
97.	Слу́хайте ува́жно.	Слу́хайте ува́жно	(Listen carefully.)
98.	Ходи́ сюди́.	Ходи́ сюди́.	(Come here.)
99.	Я пишу́ олівце́м.	Я пишу́ олівце́м.	(I write with a pencil.)
100.	Ді́ти співа́ють пі́сню.	Ді́ти співа́ють пі́сню.	(The children are singing a song.)
101.	У за́йчика до́вгі /в/у́ха.	У за́йчика до́вгі /в/у́ха.	(The rabbit has long ears.)
102.	Час іти́ додо́му.	Час іти́ додо́му.	(It's time to go home.)

CLUSTER 3: Writing - Riddles - Who am I?

The teacher reads the riddles out loud with the students following in their booklets. The student is to write the correct answer to the riddle in the blank provided. When the students have finished writing the sentences in questions 97 to 102, say:

Now turn to page 24. Look at Sample W. We are going to complete some riddles like the one in Sample W. Follow as I read the riddle. Write your answer in the blank that answers the riddle.

Riddle: *Sample W*

Я бі́лий.
Я па́даю взимі́.
Я є ____________. /сні́г/

Pause for the students to write their answer. Write the correct word on the chalkboard. Then say:

Check that your answer is the same as mine.

Follow as I read the next six riddles, questions 103 to 108. Write your answer in the blanks provided in the test booklet.

	RIDDLE	KEY
103.	Мене́ ужива́ють ї́сти зу́пу. Мене́ трима́ють у руці́. Я є ____________.	ло́жка
104.	Тато ужива́є мене́ би́ти цвя́хи. Я є ____________.	молото́к
105.	Ві́дьма ї́здить на ме́ні. Я є ____________.	мітла́
106.	Уже полу́дне. Я голо́дна. Час ї́сти ____________.	обі́д
107.	Я ма́ю чоти́ри но́ги. Я ма́ю ду́же до́вгу ши́ю. Я ї́м ли́стя на де́ревах. Я є ____________.	жира́фа
108.	Я зро́блена з папе́ру. Я ма́ю картки́. Ді́ти мене́ чита́ють. Я є ____________.	кни́жка

NOTE: When scoring Part III, Clusters 1, 2, and 3, questions 87 to 108, the student should have an A marked on his answer sheet if the response is completely correct. A "B" should be marked if the response is partially correct or completely incorrect.

When question 108 is completed, say:

We are going to look at some pictures. I am going to ask you to write a short sentence in Ukrainian telling what is happening in the picture.

CLUSTER 4: Writing - nouns and verbs

Is everybody on page 25 of their test booklet?

Sample X: Picture One

Look at Picture one in Sample X. What is happening in the picture. Write your answer in Ukrainian on the lines beside the picture.

KEY

До̄щ па̄дає. (Rain is falling.)

Pause for the pupils to write the Ukrainian sentence in the sample blank provided in the student's test booklet. Write the correct sentence on the chalkboard.

Then say:

Check that your sentence is the same as mine. Now we will do the next sample picture.

Sample X: Picture Two

Then say:

Look at Picture two in Sample X. What is happening in the picture. Write your answer in Ukrainian on the lines beside the picture.

KEY

Хло̄пець спӣть. (The boy is sleeping.)

Pause for the pupils to write the Ukrainian sentence in the sample blank provided in the student's test booklet. Write the correct sentence on the chalkboard.

Then say:

Check that your sentence is the same as mine. Now you are on your own. Look carefully at the next six pictures, questions 109 to 114. Write a short sentence in Ukrainian telling me what is happening in each picture. Write the sentence on the lines beside the picture.

109. Жа́ба ска́че. (The frog is jumping.)

110. Ді́вчина пла́че. (The girl is crying.)

111. Ма́ма пече́. /Ма́ма пече́ то́рт/. (Mother is baking a cake.)

112. Чолові́к п'є ка́ву. /Та́то п'є ча́й/. (The man (father) drinks tea or coffee.)

113. Хло́пець впа́в. (The boy fell.)

114. Хло́пець ло́вить ри́бу. (The boy is catching fish.)

NOTE: For Part III above, Cluster 4, the student responses should be marked as indicated. If the response is completely correct mark an A on the student answer sheet and if the response is partially correct or incorrect mark a B.

CLUSTER 5: Writing - responding to picture

When the students have finished question 114, say:

> *Now we are going to look at some pictures. I am going to ask you where the animals, objects, or persons are. Let us look at Sample Y.*

Sample Y: Check that all students are on the correct page. (Picture one)

Then say:

> *Look at the picture.*
>
> Де́ хло́пець сиди́ть? (Where is the boy sitting?)
>
> *Fill in the blank with the correct word that tells where the boy is sitting.*

Pause for pupils to write the correct preposition in the sample blank provided in the student's test booklet. Write the correct preposition on the chalkboard.

Хло́пець сидить _____ ва́нні. y

Then say:

> *Check that your answer is the same as mine. Now look at picture two in Sample Y.*
>
> Де́ пе́сик? (Where is the dog.)
>
> *Fill in the blank with the correct word that tells where the dog is.*

Pause for pupils to write the correct proposition in the sample blank provided in the student's test booklet. Write the correct preposition on the chalkboard.

Пе́сик _____ ді́вчиною. за

Then say:

Check that your answer is the same as mine. Now you are on your own. Look carefully at the next six pictures, questions 115 to 120, and write the correct word (preposition) in the blank in your test booklet.

115.	Де пе́сик?	(Where is the dog?)
	Пе́сик на лі́жку.	(The dog is on the bed.)
116.	Де м'я́ч?	(Where is the ball?)
	М'яч пі́д крі́слом.	(The ball is under the chair.)
117.	Де ді́ти?	(Where are the children?)
	Ді́ти у воді́.	(The children are in the water.)
118.	З ки́м дити́на?	(Who is the baby with?)
	Дити́на з ма́мою.	(The baby is with mother.)
119.	Куди́ ба́ба йде?	(Where is Grandma going?)
	Ба́ба йде до шко́ли.	(Grandma is going to school.)
120.	Де де́рево?	(Where is the tree?)
	Де́рево ко́ло ха́ти.	(The tree is near the house.)

NOTE: For Part III, Cluster 5, if the student has written the correct preposition in his test booklet mark A on the answer sheet. Mark B for an incorrect preposition or a misspelled preposition.

UKRAINIAN GRADE THREE SURVEY TEST
PART I

Name ________________________________

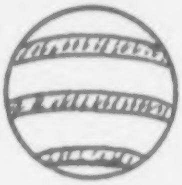
School ______________________ Room ____

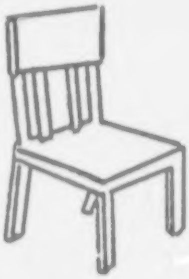
CLUSTER 1: Reading Readiness - beginning sounds

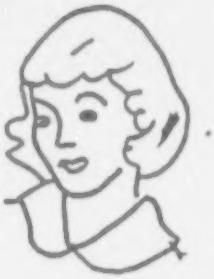
Look at the row of pictures next to the Ukrainian letter. Circle the pictures that begin with the letter given in each row.

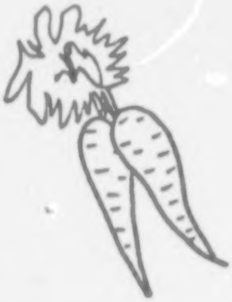
SAMPLE A

М



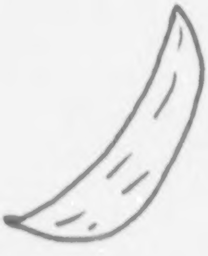


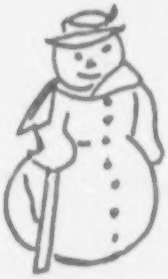


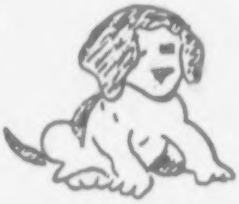


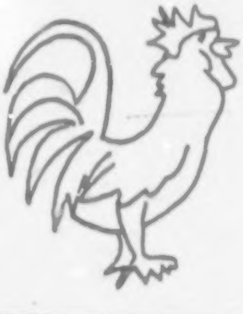
SAMPLE B

П

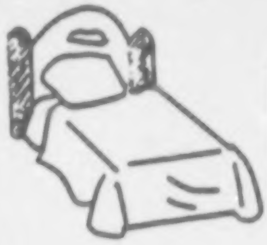
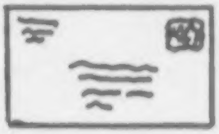
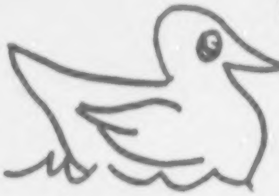
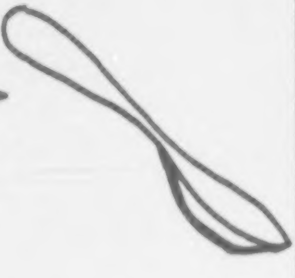
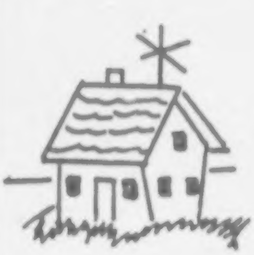
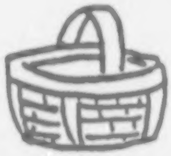
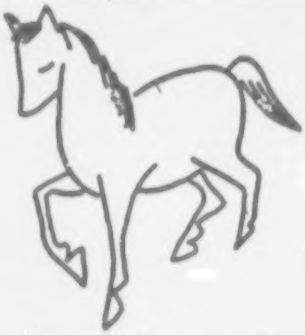
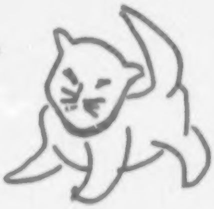
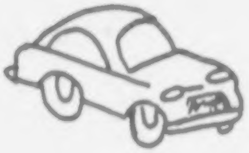
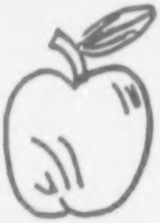
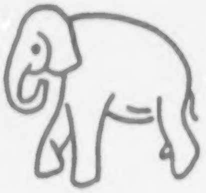
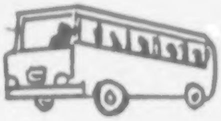
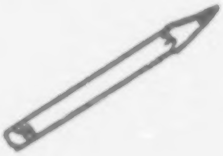
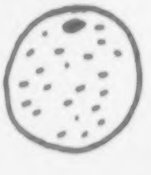
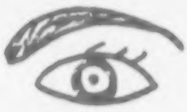
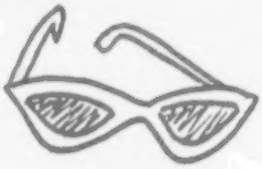
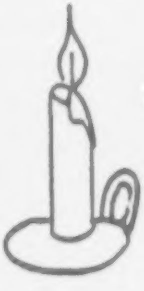
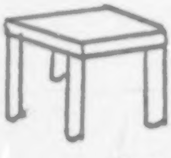
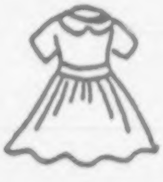
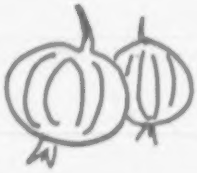






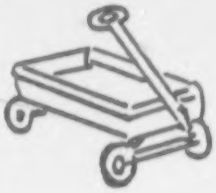


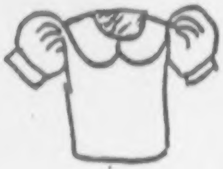
2

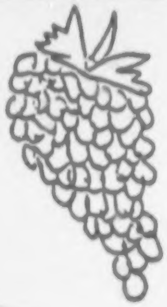
1 Л	   
2 К	   
3 А	   
4 О	   
5 С	   

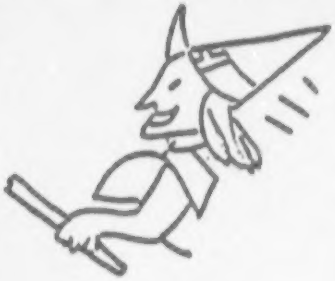
6

B







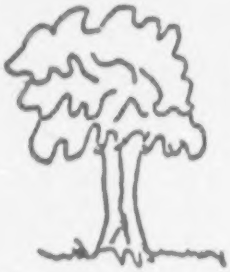


CLUSTER 2: Beginning sounds and ending sounds

Write in the boxes the BEGINNING Ukrainian sound and the ENDING Ukrainian sound of each object shown.

SAMPLE C

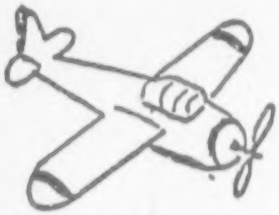
Beginning



Ending

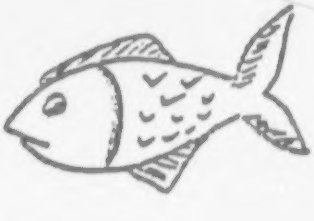
SAMPLE D

Beginning

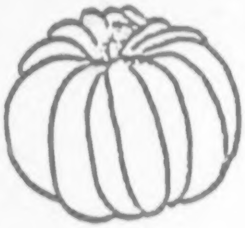


Ending

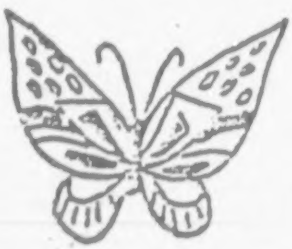
7



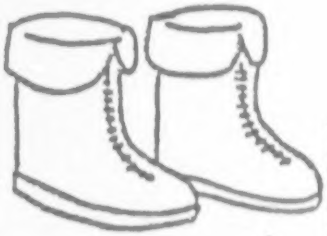
8



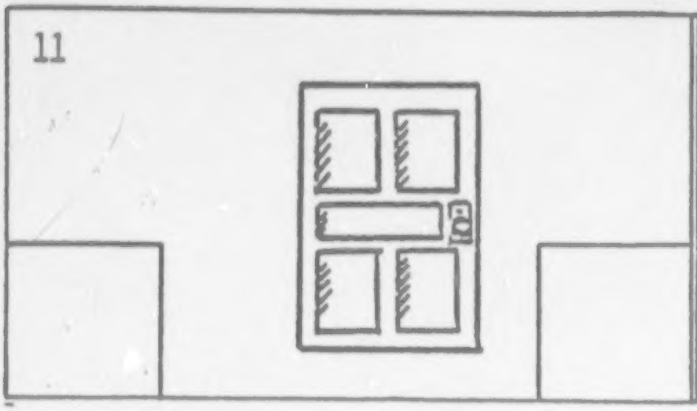
9



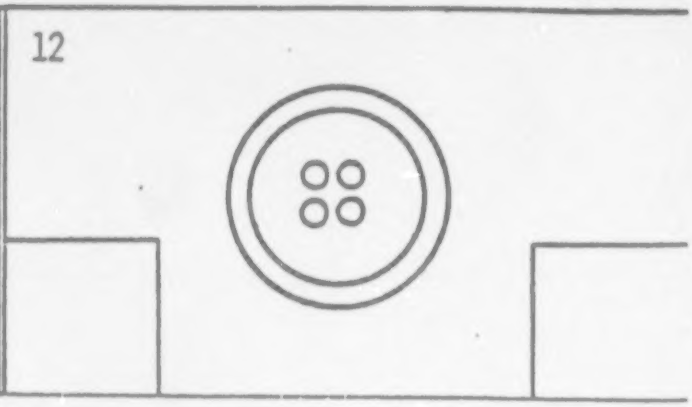
10



11



12



CLUSTER 3: Silent Reading

Read each story and then answer the questions. Pick the answer to the question by underlining the correct answer.

SAMPLE STORY

Ко̄тик і пе̄сик

Ко̄тик п'є̄ молоко̄. Пе̄сик не п'є̄ молока̄.
Пе̄сик не лю̄бить молока̄.

SAMPLE E

Хто̄ не лю̄бить молока̄?

A. ко̄тик
B. пе̄сик
C. курча̄
D. теля̄тко

SAMPLE F

Хто̄ п'є̄ молоко̄?

A. ко̄тик
B. пе̄сик
C. курча̄
D. теля̄тко

Story one:

Зеле́на Жа́ба

Рома́н іш́ов до шко́ли. Ві́н поба́чив
зеле́ну жа́бу і хоті́в злови́ти її,
а́ле жа́ба вті́кла.

13. Куди́ Рома́н і́шов?

    A. до це́ркви
    B. до шко́ли
    C. спа́ти

14. Що ві́н поба́чив?

    A. жа́бу
    B. за́йчика
    C. м'яча

15. Що жа́ба зроби́ла?

    A. сі́ла
    B. вті́кла
    C. спа́ла

Story two:

За́йчики в лі́сі

В лі́сі зи́ма. Бага́то сні́гу впа́ло.
Та́м бі́лі за́йчики бі́гають по сні́гу.
Дерева́ покри́ті сні́гом.

16. Де бага́то сні́гу впало?

A. в шко́лі
B. в ха́ті
C. за́йчика
D. в лі́сі

17. Хто є в лі́сі?

A. пе́сик
B. хло́пчик
C. за́йчики
D. ви́вірка

18. Які́ за́йчики є в лі́сі?

A. бі́лі за́йчики
B. чо́рні за́йчики
C. бронзо́ві за́йчики
D. сі́рі за́йчики

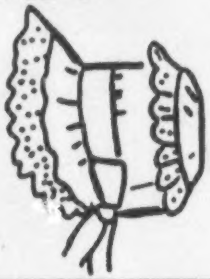
19. Яка́ то пора́ ро́ку?

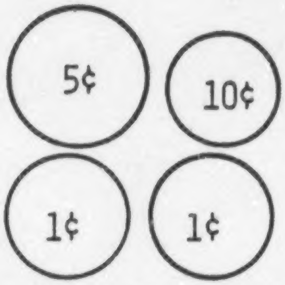
A. лі́то
B. весна́
C. зима́
D. о́сінь

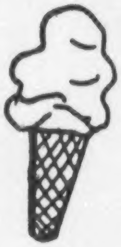
20. Чи́м дерева́ покри́ті?

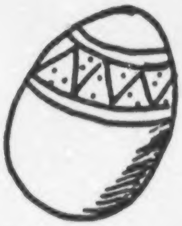
A. водо́ю
B. сні́гом
C. листя́ми
D. пташка́ми

SAMPLE G

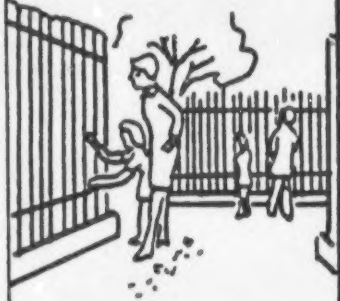


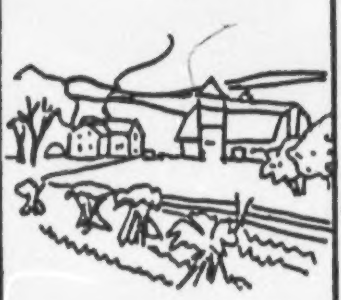


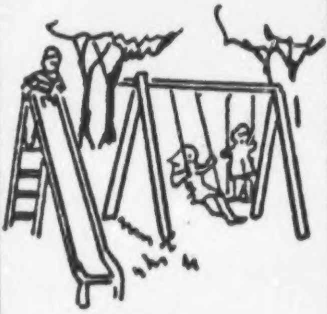


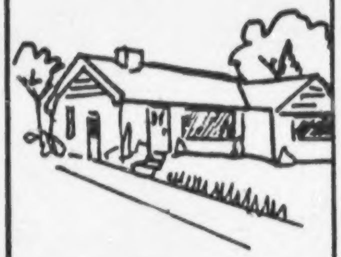


21

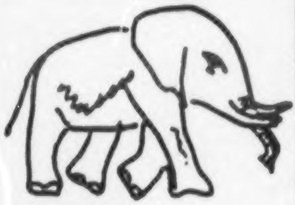


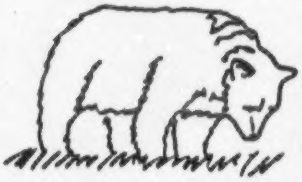


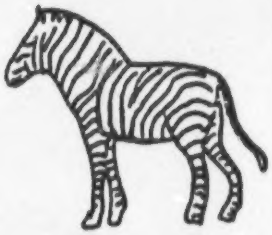


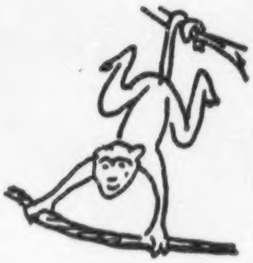


22

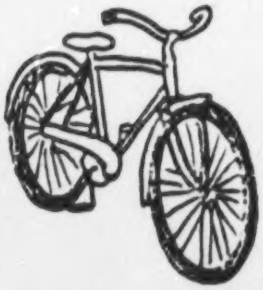


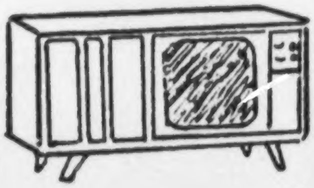


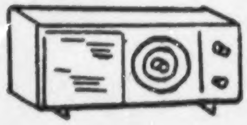


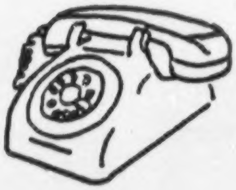


23

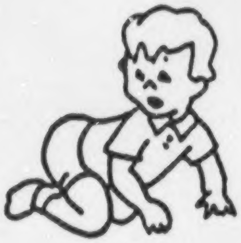
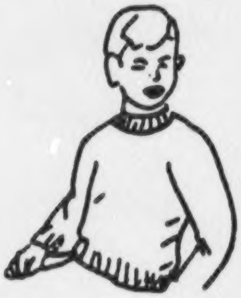
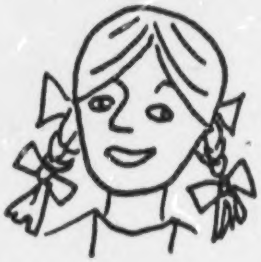
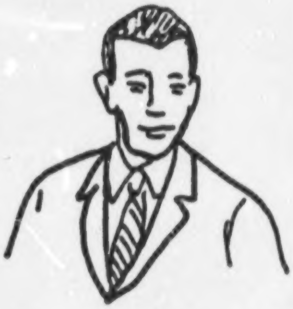




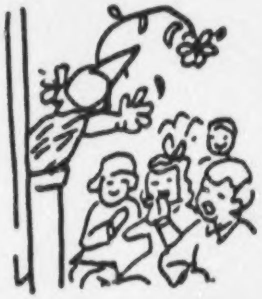
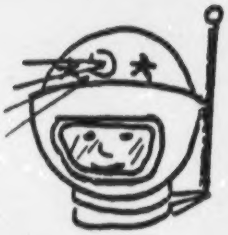
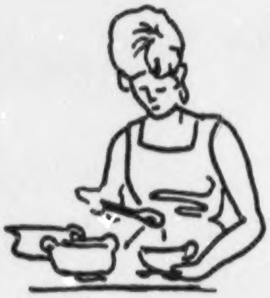
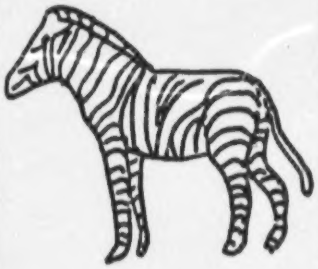




24

25

SAMPLE H

A. за̄йчик B. коро̄ва C. жа̄ба

26. A. шко̄ла B. це̄рква C. крамнӣця

27. A. чо̄біт B. пӣсанка C. сні̄г

28. A. ні̄с B. о̄чі C. рӯки

29. A. сло̄нь B. ка̄чка C. мӣшка

30. A. жира̄фа B. черепа̄ха C. кі̄нь

9

UKRAINIAN GRADE THREE SURVEY TEST

PART II - INDIVIDUALLY ADMINISTERED

CLUSTER 5: Oral Reading

Story one:

Диви́сь, та́м ді́вчина!

Вона́ ма́є забавки́!

Чи вона́ йде́ додо́му?

А та́м ха́та!

У ха́ті дід і ба́ба.

Story two:

Диви́сь, а ту́т хло́пець.

Він ма́є візо́к.

Та́м забавки́.

Там літа́к і м'я́ч.

Хло́пець іде́ додо́му.

UKRAINIAN GRADE THREE SURVEY TEST
PART II

Name ______________________________

School ____________________ Room ___

CLUSTER 6: Sequencing

SAMPLE I

_____ Ле́ся діста́ла суке́нку.

_____ Ма́ма пої́хала до крамни́ці.

_____ Ма́ма купи́ла суке́нку.

SAMPLE J

_____ Ми ї́хали авто́бусом.

_____ Ми пішли́ до зоопа́рку.

_____ Ми ба́чили ма́впу.

51. _____ Я одяга́юся.

_____ Я йду́ до це́ркви.

_____ Я вста́ю.

52. ______ Ма́ма виробля́є па́ску.

______ Ма́ма пече́ па́ску.

______ Ма́ма мі́сить ті́сто.

53. ______ Я чита́ю.

______ Я йду́ до шко́ли.

______ Я сіда́ю в кля́сі.

54. ______ Ли́стя па́дає.

______ Ді́ти загріба́ють ли́стя.

______ Ли́стя жо́втіє.

55. ______ Ді́ти ро́блять снігову ба́бу.

______ Сні́г па́дає.

______ Ді́ти зроби́ли ба́бі ніс з мо́ркви.

56. ______ Я чи́щу зу́би.

______ Я йду́ до лі́жка.

______ Я Ї́м вече́ру.

CLUSTER 7: Synonyms

SAMPLE K Ялинка дуже красна.

A. зеле́на
B. га́рна
C. висо́ка

57. Моя́ ха́та га́рна.

A. візо́к
B. дім
C. соро́чка

58. Надво́рі хо́лодно.

A. те́пло
B. ти́хо
C. зи́мно

59. Ле́сю, біжи́ шви́дко!

A. ско́ро
B. сюди́
C. там

60. Мурко́ спокі́йний ко́тик.

A. чо́рний
B. вели́кий
C. ти́хий

CLUSTER 7: Opposites

SAMPLE L Моє́ крі́сло мале́, а лі́жко __________.

A. по́вне
B. до́бре
C. вели́ке

61. Ле́ся весе́ла, а Оле́нка __________.

A. ра́да
B. висо́ка
C. сумна́

62. Взимі́ хо́лодно, а влі́ті __________.

A. га́рно
B. те́пло
C. шви́дко

63. Сірко́ чи́стий, а Мурко́ __________.

A. брудни́й
B. весе́лий
C. бі́лий

64. Мої́ чо́боти мо́крі, а ру́ки __________.

A. брудні́
B. сухі́
C. вели́кі

CLUSTER 7: Same or different

SAMPLE M Ми́шка мала́. Вона́ невели́ка.

A. таке́ са́ме
B. іна́кше

SAMPLE N Моя́ соро́чка бі́ла. Мої́ череви́ки чо́рні.

A. таке́ са́ме
B. іна́кше

65. Цу́кор соло́дкий. Цитри́на кисла́.

A. таке́ са́ме
B. іна́кше

66. Я живу́ бли́зько. Мені́ до шко́ли недале́ко.

A. таке́ са́ме
B. іна́кше

67. Ця скля́нка по́вна. Це горня́тко поро́жне.

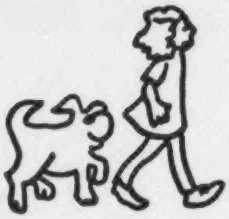
A. таке́ са́ме
B. іна́кше

68. Звізда́ на не́бі. Я́сна зі́рка сві́тить.

A. таке́ са́ме
B. іна́кше

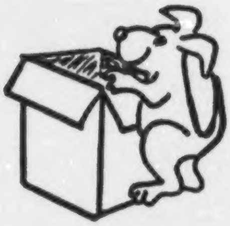
CLUSTER 8: Prepositions and pronouns

SAMPLE 0 Дíвчина ідé



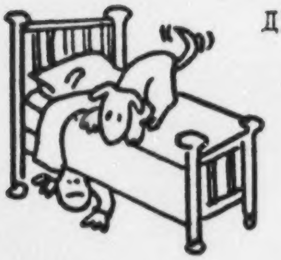
A. пéред пéсиком
B. за пéсиком
C. кóло пéсика

69. Пéсик



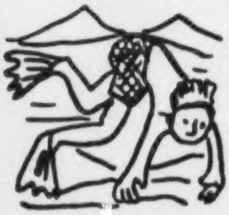
A. під корóбкою
B. у корóбці
C. коло корóбки

70. Дíвчина



A. кóло лíжка
B. під лíжком
C. на лíжу

71. Він



A. кóло води́
B. у воді́
C. на воді́

SAMPLE P Муркó п'є молокó. __________ бíле й тéпле.

A. Вонó
B. Вíн
C. Вонá

SAMPLE Q Олéнка мáє ля́льку. __________ гáрна ля́лька, кáже Олéнка.

A. Вонó
B. Вíн
C. Вонá

72. Ромáн мáє червóний м'яч. __________ бýде бáвитися м'ячéм.

A. Вíн
B. Вонá
C. Вонó

73. Я мáю бíлу шáпку. Чи __________ мáєш шáпку?

A. Я
B. ти
C. вонó

SAMPLE R Лéся йдé до крамни́ці. Вонá кýпить цукóрки.

A. цукóрки
B. Лéся
C. крамни́ця

74. Тарáс і Петрó хóчуть ї́хати до дóму, а Олéнка не хóче ї́хати.

A. вонá
B. вíн
C. вонí

CLUSTER 9: Silent Reading - details

SAMPLE S

Жа́ба зеле́на.
Жа́ба ска́че сюди́.
Вона́ ска́че туди́.
Вона́ ска́че у во́ду.
Мурко́ хо́че лови́ти жа́бу.

1. Яка́ жа́ба?
   - A. зеле́на
   - B. хво́ра
   - C. вода́

2. Хто́ ска́че?
   - A. Мурко́
   - B. зеле́на
   - C. жа́ба

Story one:

Тара́с і Оле́нка пішли́ до крамни́ці.
Тре́ба купи́ти молока́.
Тре́ба купи́ти хлі́ба й ма́сла.
Оле́нка хо́че моро́зива.

75. Куди́ ді́ти пішли́?
   - A. до шко́ли
   - B. до крамни́ці
   - C. до до́му

76. Чого́ Оле́нка хо́че?
   - A. молока́
   - B. моро́зива
   - C. хлі́ба

Story two: Петро́ побі́г до двере́й.
Він поба́чив та́та.
Та́то прині́с йому́ ко́тика.
Ко́тик був чо́рний і бі́лий.

77. Хто́ побі́г до двере́й?

A. ко́тик
B. та́то
C. Петро́

78. Що та́то прині́с?

A. две́рі
B. ко́тика
C. Петра́

Story three: Ма́ма в ку́хні.
Ма́ма пече́ ко́ржики.
Оле́нка хо́че і́сти.
Тут ко́ржики, й молоко́.
Вже мо́жна і́сти.

79. Хто́ пече́ ко́ржики?

A. Ма́ма
B. Оле́нка
C. молоко́

80. Хто́ хо́че і́сти?

A. Сірко́
B. Ма́ма
C. Оле́нка

CLUSTER 10: Silent Reading - main idea

SAMPLE T

У ме́не чо́рний ведме́дик.
У ньо́го вели́кі, си́ні о́чі.
Я люблю́ ведме́дика.
Ма́ма купи́ла його́ мені́.

Main idea

A. Си́ні о́чі
B. Мій ведме́дик
C. Моя́ ма́ма

Story one: Учи́телька ка́же, "Ча́с іти́
до бібліоте́ки".
Ді́ти сіда́ють і чита́ють кни́жки.
Все́ спокі́йно.

81. Main idea

A. У вмива́льні
B. У канцеля́рії
C. У бібліоте́ці

Story two: Ми хо́чемо ї́сти. Ма́ма
ка́же, "Ми не бу́демо ї́сти
в до́ма. Та́ту, ї́дьмо до
мекдо́налдз.
Ку́пимо ку́рку, кукуру́дзу,
ковба́ску з бу́лкою.

82. Main idea

A. Кукуру́дза
B. Час ї́сти
C. В до́ма

Story three: Дзвіно́к дзво́нить. Ді́ти одяга́ються.
Вони́ беру́ть м'яч й скака́лку. Вони́
гра́ються на дворі́.

83. Main idea

A. Ді́ти в до́ма
B. пере́рва
C. Ді́ти в кла́сі

Story four: Роди́на сіда́є до сто́лу.
На столі́ і́ндик, горо́дина, й о́вочі.
Та́то дя́кує Бо́гові за га́рний урожа́й.

84. Main idea

A. Різдво́
B. Вели́кдень
C. День подя́ки

Story five: Ось Листоно́ша. Він ма́є то́рбу.
У то́рбі листи́ й журна́ли.
Мо́же для ме́не є ли́ст.

85. Main idea

A. Поже́жник
B. Данти́ст
C. Листоно́ша

Story six:

Ді́до й ба́ба живу́ть на фа́рмі.
Давно́ ді́до руба́в ліс. Він
ора́в вола́ми. Ба́ба помага́ла.

86. Main idea

A. Пра́ця
B. Заба́ва
C. І́гра

UKRAINIAN GRADE THREE SURVEY TEST
PART III

Name ______________________________

School ____________________ Room ___

CLUSTER 1: Writing words and phrases

SAMPLE U

First Word ____________________

Second Word ____________________

87. ____________________
88. ____________________
89. ____________________
90. ____________________
91. ____________________

SAMPLE V

First Phrase ______________________________

Second Phrase ______________________________

92. ______________________________

CLUSTER 3: Writing - riddles - Who am I?

SAMPLE W

Я бі́лий.
Я па́даю взимі́.
Я є __________.

103. Мене́ ужива́ють ї́сти зу́пу.
Мене́ трима́ють у руці́.
Я є __________.

104. Та́то ужива́є мене́ би́ти цвя́хи.
Я є __________.

105. Ві́дьма ї́здить на ме́ні.
Я є __________.

106. Уже́ полу́дне.
Я голо́дна.
Час ї́сти __________.

107. Я ма́ю чоти́ри но́ги.
Я ма́ю ду́же до́вгу ши́ю.
Я ї́м ли́стя на де́ревах.
Я є __________.

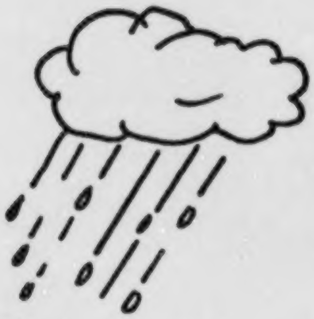
108. Я зро́блена з папе́ру.
Я ма́ю картки́.
Ді́ти мене́ чита́ють.
Я є __________.

CLUSTER 4: Writing - nouns and verbs

SAMPLE X

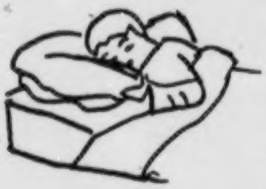
Picture one:

What is happening in the picture?

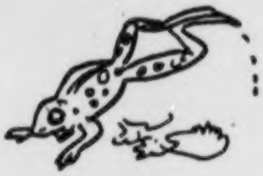


Picture two:

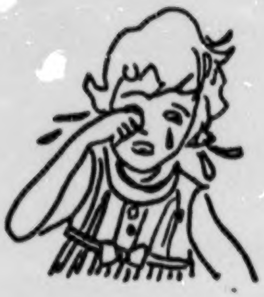
What is happening in the picture?



109. What is happening in the picture?



110. What is happening in the picture?

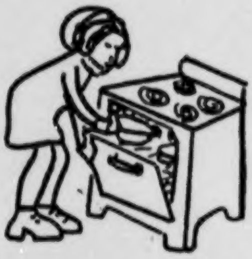


____

____

____

111. What is happening in the picture?

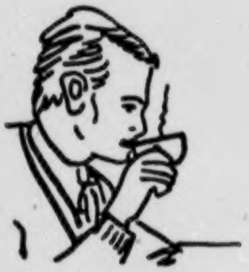


____

____

____

112. What is happening in the picture?

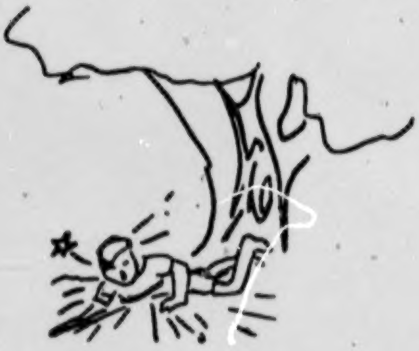


____

____

____

113. What is happening in the picture?



____

____

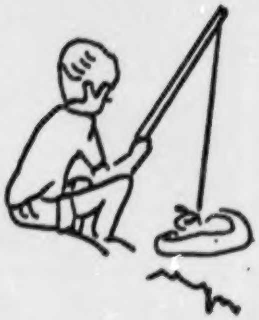
____

114. **What is happening in the picture?**

____

____

____

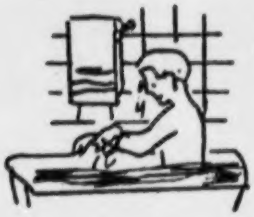


CLUSTER 5: Writing - responding to picture

SAMPLE Y

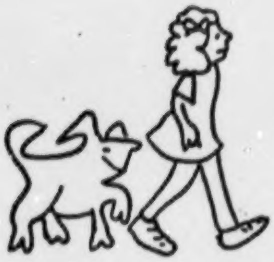
Picture one:

Хло́пець сиди́ть _____ ва́нні.



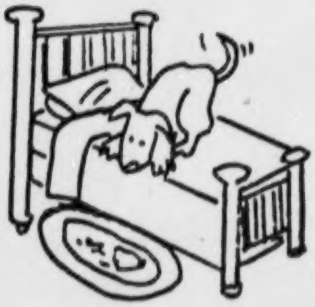
Picture two:

Пе́сик _____ ді́вчиною.



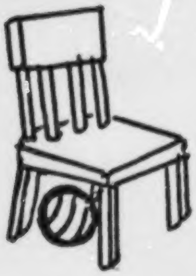
115.

Пе́сик _____ лі́жку.



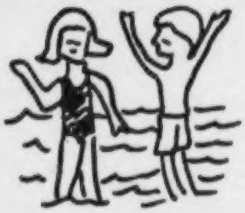
116.

М'яч ________ крі́слом.



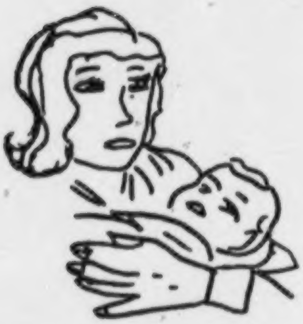
117.

Ді́ти ______ воді́.



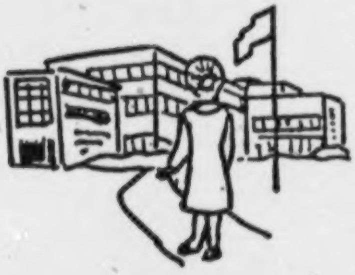
118.

Дити́на ______ ма́мою.



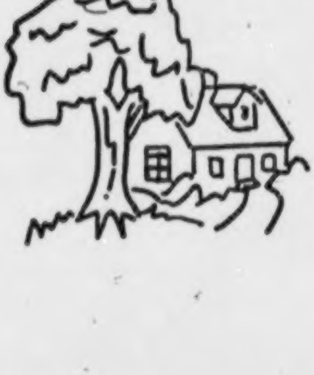
119.

Ба́ба йде ______ шко́ли.



120.

Де́рево ____________ ха́ти.



UKRAINIAN GRADE THREE SURVEY TEST
PART IV - INDIVIDUALLY ADMINISTERED

CLUSTER 6: Oral Response using Picture Stimulus

APPENDIX F

PEARSON CORRELATIONS OF TEST SCORE RESULTS

Correlation Table for Experimental Group
Stream 1, Grade Three

	1 PMA	2 Gates Vocabulary	3 Gates Comprehension	4 SRA	5 Spelling	6 Ukrainian Pre Test	7 Ukrainian Post Test
1	1.000	0.526	0.412	0.477	0.392	0.124	0.323
2	0.526	1.000	0.774	0.584	0.571	0.292	0.407
3	0.412	0.774	1.000	0.452	0.410	0.181	0.237
4	0.477	0.584	0.452	1.000	0.612	0.285	0.389
5	0.392	0.571	0.410	0.612	1.000	0.590	0.708
6	0.124	0.292	0.181	0.285	0.590	1.000	0.747
7	0.323	0.407	0.237	0.389	0.708	0.747	1.000

Correlation Table for Experimental Group
Stream 2, Grade Two

	1 PMA	2 Gates Vocabulary	3 Gates Comprehension	4 SRA	5 Spelling	6 Ukrainian Pre Test	7 Ukrainian Post Test
1	1.000	0.618	0.513	0.390	0.335	-0.050	0.061
2	0.618	1.000	0.779	0.678	0.502	0.079	0.307
3	0.513	0.779	1.000	0.615	0.479	0.035	0.410
4	0.390	0.678	0.615	1.000	0.431	0.071	0.245
5	0.335	0.502	0.479	0.431	1.000	0.185	0.357
6	-0.050	0.079	0.035	0.071	0.185	1.000	0.585
7	0.061	0.307	0.410	0.245	0.357	0.585	1.000

Correlation Table for Experimental Group
Stream 3, Grade One

	1 PMA	2 Gates Vocabulary	3 Gates Comprehension	4 SRA	5 Ukrainian Pre Test	6 Ukrainian Post Test
1	1.000	0.525	0.615	0.211	0.244	-0.067
2	0.525	1.000	0.805	0.342	0.081	0.020
3	0.615	0.805	1.000	0.184	0.105	-0.142
4	0.211	0.342	0.184	1.000	0.027	0.112
5	0.244	0.081	0.105	0.027	1.000	0.547
6	-0.067	0.020	-0.142	0.112	0.547	1.000

Correlation Table for Control Group
Stream 1, Grade Three

	1 PMA	2 Gates Vocabulary	3 Gates Comprehension	4 SRA	5 Spelling
1	1.000	0.483	0.486	0.346	0.207
2	0.483	1.000	0.788	0.559	0.611
3	0.486	0.788	1.000	0.493	0.650
4	0.346	0.559	0.493	1.000	0.296
5	0.207	0.611	0.650	0.296	1.000

Correlation Table for Control Group
Stream 2, Grade Two

	1 PMA	2 Gates Vocabulary	3 Gates Comprehension	4 SRA	5 Spelling
1	1.000	0.613	0.560	0.636	0.492
2	0.613	1.000	0.791	0.680	0.619
3	0.560	0.791	1.000	0.651	0.674
4	0.636	0.680	0.651	1.000	0.718
5	0.492	0.619	0.674	0.718	1.000

Correlation Table for Control Group
Stream 3, Grade One

	1 PMA	2 Gates Vocabulary	3 Gates Comprehension	4 SRA
1	1.000	0.322	0.353	0.332
2	0.322	1.000	0.868	0.450
3	0.353	0.868	1.000	0.531
4	0.332	0.450	0.531	1.000